Utah Program Improvement

Planning System

(UPIPS)

For Special Education

Handbook for Districts
2005-2006

Contents

OVERVIEW OF UTAH'S MONITORING SYSTEM

The Utah State Office of Education, Special Education Services (USOE-SES) has the responsibility of monitoring compliance with federal and state requirements under the Individuals with Disabilities Education Act of 2004 (IDEA). This responsibility is administered within the framework of supporting positive results for students with disabilities.

USOE-SES's continuous improvement monitoring system reflects the federal intent to emphasize a data-driven, systemic approach to compliance and improvement of results for children with disabilities. UPIPS implementation has been generally effective in assisting LEAs in maintaining procedural compliance with federal and state regulations. The 2005 revision of UPIPS provides for additional levels of SEA support for LEAs with continuing uncorrected compliance issues during previous UPIPS cycles, creating a process that is differentiated by results.

While continuing the monitoring of IDEA compliance, renewed focus is on the systematic evaluation of the impact of special education services on student achievement. Thus, this model has shifted from the previous emphasis of episodic procedural monitoring to one of active strategic planning and continuous improvement within the framework of compliance.

Objectives of the Continuous Improvement Monitoring System
The monitoring system has four major objectives:

- Ensure a meaningful and continuous process that focuses on improving academic and social outcomes for students with disabilities.

- Connect district and school improvement efforts with IDEA requirements.

- Support each school district in the process of self-assessment and evaluation of compliance and program effectiveness.

- Link program improvement activities with personnel development planning.

Monitoring Process Themes
The overall system is based on the following underlying principles or themes.

- **Continuity.** An effective accountability system is continuous rather than episodic, linked to systemic change, and integrates self-assessment with continuous feedback and response.

- **Partnership with stakeholders.** The LEA works in partnership with diverse stakeholders. This collaboration impacts the following areas: the collection and analysis of self-assessment data, the identification of critical issues and solutions to problems, and the development, implementation, and oversight of improvement strategies to ensure compliance and improved results for students with disabilities.

- **LEA accountability.** LEAs are accountable for identifying strengths and areas of concern based upon data analysis; identifying, implementing and revising strategies for program improvement, and annual measurement and progress reports.

- **Self-assessment.** Each LEA works with stakeholders to design and implement a self-assessment process that focuses on improving results for students with disabilities.

- **Data-driven process.** The improvement process in each district is driven by data that focuses on improved results for students with disabilities. Each LEA collects and uses data on an ongoing basis, aligned with the LEA's performance goals and indicators. Data that are available and can be critical to the self-assessment process include: personnel needs, graduation and drop-out rates, performance of students with disabilities on state- and district-wide assessments, rates at which children with disabilities are suspended and/or expelled from school, and rates of identification and placement of students from minority backgrounds.

- **Technical assistance.** Because the focus of the monitoring process is on continuous improvement, technical assistance is a critical component of the process. Key components of technical assistance are the identification and dissemination of promising practices and personnel development. LEAs are encouraged to include these components as part of their improvement plan.

Utah's Program Improvement Planning System (UPIPS)

Utah's continuous improvement monitoring system is called UPIPS. The system is based on the Office of Special Education Programs (OSEP) delineation of important program areas for special education in states and school districts. Each program area has goals specified as desired results for students with disabilities.

- **I. General Supervision**
    - Goal 1--Free Appropriate Public Education is available to all children in the district because the state and district monitoring system and other mechanisms for ensuring compliance, and parent and child protections are systematic and utilize data to develop Corrective Action Plans and activities.
    - Goal 2--All members of the IEP team have timely access to personnel preparation and support activities that facilitate improved educational results for students with disabilities and the implementation of IDEA.

- **II. Parent Involvement**
    - Goal 3--Parents and eligible youth with disabilities are aware of and have access to their rights and responsibilities within the system for parent and child protections.
    - Goal 4--Programs and services for children with disabilities improve because parents are actively involved in program improvement activities.

- **III. Free Appropriate Public Education in the Least Restrictive Environment**
    - Goal 5--The needs of students with disabilities are determined based upon state definitions, eligibility criteria and appropriate evaluation procedures.
    - Goal 6--All students with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living.

- Goal 7--Students with disabilities are making continuous progress within the state and district system for educational accountability (U-PASS).

- **IV. Transitions**
    - Goal 8--Children exiting Part C receive the services they need by their third birthday, when appropriate.
    - Goal 9--All students with disabilities, beginning at age 16, receive individualized, coordinated transition services, designed within an outcome-oriented process that promotes movement from school to post-school activities.

- **V. Disproportionality**
    - Goal 10-- Students are identified as eligible under IDEA following district and state policies and procedures that ensure those from ethnic and racial minority backgrounds are not over identified.

The Utah Special Education Program Improvement Planning System (UPIPS) operates on a five-year cycle. A select group of LEAs will enter into Round 2--Year 1 each calendar year.

Round 2

Year 1	SELF-ASSESSMENT & DEVELOPMENT OF PROGRAM IMPROVEMENT PLAN
Year 2	IMPLEMENTATION OF SELF-ASSESSMENT FINDINGS & ON-SITE VALIDATION VISIT FROM USOE
Year 3	IMPLEMENTATION OF PROGRAM IMPROVEMENT PLAN & CORRECTIVE ACTION PLAN & VERIFICATION OF RESULTS OF CORRECTIVE ACTIONS
Year 4	CONTINUED IMPLEMENTATION OF PROGRAM IMPROVEMENT PLAN & CORRECTIVE ACTION PLAN & VERIFICATION OF RESULTS OF CORRECTIVE ACTIONS
Year 5	CONTINUED IMPLEMENTATION OF PROGRAM IMPROVEMENT PLAN & CORRECTIVE ACTION PLAN & VERIFICATION OF RESULTS OF CORRECTIVE ACTIONS

Round 2--Year 1

SELF-ASSESSMENT & DEVELOPMENT OF PROGRAM IMPROVEMENT PLAN

Step 1: Pre-Planning

The USOE-SES staff will:

- Identify the LEAs that will participate in Round 2--Year 1 activities.
- Train LEA staff on the state's monitoring system, UPIPS.
- Send a letter of explanation to District Superintendent.
- Prepare a District Data Profile that includes a summary of previous CAPs and submitted results.
- Provide materials for training the Steering Committee on its role in the process.
- Present interview outlines and a Goals and Performance Indicators summary sheet.
- Provide a format and example of the Program Improvement Plan and Corrective Action Plan for non-compliance items.
- Offer file review software and a hard copy file review checklist.
- Collect and analyze off-site data from each LEA.
- Provide pre-determined fiscal support for district self-assessment activities.

The LEA Special Education Director has the responsibility to:

- Collect and analyze off-site data, relating it to the five program areas.
- Submit off-site data to USOE-SES Technical Assistant.
- Coordinate with SEA to determine need for mandatory CSPD activities based on district profile and compliance history, and establish training schedule.
- Reconvene the district Steering Committee and develop agendas for meetings.
- Set dates for Steering Committee meetings.
- Establish timelines for the Self-Assessment process.
- Allocate resources for Self-Assessment and Program Improvement Planning.

STEP 2: Organizing Data Collection Activities

The LEA Special Education Director has the responsibility to:

- Conduct the training meeting of the Steering Committee.
- Review District Data Profile provided by USOE and collect additional data, as needed.
- Facilitate review of program areas, goals, and performance indicators.
- Establish sub-committees and define assignments for collection and analysis of data from various sources.
- Determine the process and dates for file review, interviews, and other data collection.
- Facilitate subsequent meetings to review and analyze data and findings.

<u>STEP 3: Conducting On-Site Data Collection</u>

The LEA Special Education Director and assigned sub-committees have the responsibility to:

- Compile and analyze student outcome data, including LRE, disproportionality, highly qualified staff, academic achievement, suspension and expulsion, LRBI, classification, prevalence, and other sources.
- Notify schools and staff who have been selected for file review and interviews.
- Send out surveys, conduct file reviews, and hold interviews and focus groups, summarizing resulting data.
- Facilitate the analysis and compilation of collected data, relating it to the five program areas.
- Present findings and analysis to district Steering Committee for review.
- Provide leadership to the Steering Committee in establishing Program Improvement Goals that address issues identified in the data sources listed above.
- Report any areas of non-compliance and suggest corrective actions.

<u>Step 4: Creating the Self-Assessment Report</u>

The LEA Special Education Director will:

- Prepare the Self-Assessment Report including all required elements:
  - District profile.
  - Description of the purpose and process of the Self-Assessment.
  - Explanation of stakeholder involvement including membership and activities of the Steering Committee.
  - Summary of all data collected during the Self-Assessment process.
  - Results of the Self-Assessment data analysis related to the ten goals in the five Program Areas.
  - Evidence of mandatory CSPD, including attendance and agendas, as well as evidence of follow-up requirements.
  - List of strengths or exemplary practices of the special education program.
  - List of areas of non-compliance.
  - List of areas of recommendations for program improvement of the special education program.
  - An Executive Summary.
  - A Special Education Program Improvement Plan (PIP).
  - A Corrective Action Plan (CAP) for areas of non-compliance.

STEP 5: Submission of Data to USOE-SE

- Submit required state and federal data reports and LEA application.

By June 30, the LEA Special Education Director submits:

- The Self-Assessment Report to the USOE-SES Technical Assistant.
- The reimbursement request for UPIPS fiscal support to the State Director of Special Education.

The USOE-SES Technical Assistant to the district and/or the Monitoring Specialist are available to assist with any of the processes and activities described above. Please call the Monitoring Secretary if they may be of help. (801) 538-7936

Round 2--Year 2

IMPLEMENTATION OF SELF-ASSESSMENT FINDINGS
& ON-SITE VALIDATION VISIT FROM USOE

Step 1: Implement PIP & CAP

The LEA special education director will:

- Initiate implementation of the district's Program Improvement Plan.
- Carry out Corrective Action Plan contained in Self-Assessment Report.
- USOE-SES staff is available to assist the director as necessary.

Step 2: Plan Validation Visit

The USOE-SES staff will:

- Identify schools, teachers, and types of files for review.
- Collaborate with district in setting up schedule and details of on-site validation visit.

The LEA special education director will:

- Collaborate with USOE-SES staff in setting up the on-site validation visit.
- Provide required information to monitoring specialist.
- Inform district and school staff of schedule and requirements during on-site visit.

Step 3: Conduct Visit

The USOE-SES staff will:

- Conduct the on-site visit to the LEA in order to validate the self-assessment findings and Program Improvement Plan goals.

Step 4: UPIPS Report

The USOE-SES staff will:

- Submit a UPIPS Final Report of validation visit findings to the district, including strengths, areas of systemic noncompliance, individual file reports, and recommendations for program improvement.
- Share UPIPS final report with the public.

The LEA special education director and Steering Committee will:

- Share final UPIPS report with local School Board and Public.
- Submit evidence of sharing with public to SEA.
- Revise the district-wide Special Education Program Improvement Plan, as appropriate, to reflect additional findings after the SEA site visit and report.
- Submit Corrective Action Plans for any additional areas of non-compliance from the USOE UPIPS Final Report.
- Plan CSPD activities to facilitate PIP and CAP.
- Begin file correction activities for individual file errors identified through SEA on-site visit.

<u>Step 5: Implement Plans</u>

The LEA special education director will:
- Continue to implement the Program Improvement Plan and Corrective Action Plan with revisions based on UPIPS Report.
- Submit required state and federal data reports and LEA application.
- Begin individual file error correction procedures.

Round 2--Year 3

**IMPLEMENTATION OF PROGRAM IMPROVEMENT GOALS
& CORRECTIVE ACTION PLAN
& VERIFICATION OF RESULTS OF CORRECTIVE ACTIONS**

The LEA special education director will:

- Continue to implement its Program Improvement Plan.
- Continue to implement Corrective Action Plan activities.
- Implement planned CSPD activities.
- Collect and review data to measure the effectiveness of the action steps for each Program Improvement goal.
- Revise the Program Improvement Plan based on continuous self-assessment.
- Submit evidence to verify results of Corrective Action Plan implementation.
- Complete correction of individual file errors identified through SEA on-site visit.
- Submit evidence of individual file error correction to the USOE.
- Submit annual progress reports on Program Improvement Plan to the USOE.
- Submit required state and federal data reports and LEA application.

The USOE-SES staff will:

- Be available for technical assistance.
- Review evidence of file error correction.
- Review Corrective Action Plan implementation results.
- Review annual progress reports on Program Improvement Plan.

- Conduct follow-up on-site visits if verification of results data are not submitted.

Round 2--Year 4

CONTINUED IMPLEMENTATION OF PROGRAM IMPROVEMENT GOALS & CORRECTIVE ACTION PLAN & VERIFICATION OF RESULTS OF CORRECTIVE ACTIONS

Step 1: Continue to Implement PIP & CAP

The LEA special education director will:

- Continue to implement its Program Improvement Plan.
- Continue to implement Corrective Action Plan activities, as appropriate.
- Collect and review data to measure the effectiveness of the action steps for each goal.
- USOE-SES staff is available to assist the director as necessary.

Step 2: Plan Focused Visit

The USOE-SES staff will:

- Identify files and type of review based on LEA submitted Corrective Action Plan results.
- Collaborate with district in setting up schedule and details of on-site focused visit.

The LEA special education director will:

- Collaborate with USOE-SES staff in setting up the on-site focused visit.
- Provide required information to monitoring specialist.
- Inform district and school staff (if needed) of schedule and requirements during on-site visit.

Step 3: Conduct Visit

The USOE-SES staff will:

- Conduct the on-site focused visit to the LEA in order to validate the Corrective Action Plan goals and results.
- Ensure that required Corrective Action Plans are submitted by district.

Step 4: UPIPS Report

The USOE-SES staff will:

- Submit a UPIPS Final Report of on-site focused visit findings to the district.

The LEA special education director and Steering Committee will:

- Share final UPIPS report with local School Board and Public.
- Submit method of sharing with public to SEA.
- Revise the district-wide Special Education Program Improvement Plan, as appropriate, to reflect additional findings after the SEA on-site focused visit and report.
- Revise the Corrective Action Plan, as appropriate, to reflect additional findings after the SEA on-site focused visit and report.
- Plan/continue to implement CSPD activities to facilitate PIP and CAP.
- Begin file correction activities for individual file errors identified through SEA on-site focused visit.

<u>Step 5: Implement Plans</u>

The LEA special education director will:

- Continue to implement Program Improvement Plan and Corrective Action Plan with revisions based on UPIPS Report.
- Submit annual progress reports on Corrective Action Plan and Program Improvement Plan to the USOE.
- Submit required state and federal data reports and LEA application.

The USOE-SES staff will:

- Be available for technical assistance.
- Review evidence of file error correction.
- Review revised Corrective Action Plan.
- Review revised Program Improvement Plan.
- Review annual progress reports on Corrective Action Plan and Program Improvement Plan.

Round 2--Year 5

**CONTINUED IMPLEMENTATION OF PROGRAM IMPROVEMENT GOALS
& CORRECTIVE ACTION PLAN
& VERIFICATION OF RESULTS OF CORRECTIVE ACTIONS**

The LEA special education director will:

- Continue to implement its Program Improvement Plan.
- Complete Corrective Action Plan activities.
- Collect and review data to measure the effectiveness of the action steps for each goal.
- Coordinate with SEA to determine possible need for mandatory CSPD activities based on district profile and compliance history, and establish training schedule.

- Revise the Program Improvement Plan based on continuous self-assessment.
- Complete corrections of individual file errors identified through SEA on-site focused visit.
- Submit evidence of individual file error correction to the USOE.
- Submit annual progress reports on Corrective Action Plan and Program Improvement Plan to the USOE.
- Submit required state and federal data reports and LEA application.

The USOE-SES staff will:

- Be available for technical assistance.
- Review evidence of file error correction.
- Review annual progress reports on Corrective Action Plan and Program Improvement Plan.

Utah Special Education Program Improvement Planning System (UPIPS)

Class of 2006
Timelines

YEAR 1
Self-Assessment and Development of
Program Improvement Plan and Corrective Action Plan

2005		2006		
June-August	**September-December**	**January-February**	**March-April**	**May-June**
• Receive UPIPs training and materials from USOE.	• Establish self-assessment timeline.	• Continue collection of on-site data.	• Analyze all data collected from interviews, student file reviews, off-site data analysis, and other data sources.	• Complete Self-Assessment Report.
• Coordinate with USOE to determine need for mandatory CSPD and establish fall training schedule.	• Review district data profile and determine additional data needed.	• District Director monitors progress of sub-committees.	• Presentation of data analysis to Steering Committee.	• Submit Self-Assessment Report & Request for Reimbursement to USOE **by June 30, 2006.**
• Reconvene district UPIPS Steering Committee and establish sub-committees.	• Collect off-site data.	USOE to send off-site data analysis back to district.	• Identify Program Improvement Goals & areas of non-compliance.	• Submit LEA Application, as well as state and federal data reports by **July 1, 2006.**
• Develop agenda and set dates for Steering Committee meetings.	• Examine data and collect additional data.		• Write Corrective Action Plan for areas of non-compliance.	
	• Determine the process and dates for file reviews, interviews, surveys, and other needed data.			
	• Begin data collection of needed on-site data.			
	• Submit compiled off-site data to USOE by **December 1, 2005.**			

Utah Special Education Program Improvement Planning System (UPIPS)
YEAR 2
Implementation of Self-Assessment Findings and On-Site Validation Visit from USOE

2006–2007			
July–August	**September–May**	**Within 90 Days of Receiving Report**	**June-July**
• USOE schedules on-site validation visit with Director. • USOE notifies districts of schedule for on-site validation visits & activities of the visit.	• Implement Program Improvement Plan. • Implement Corrective Action Plan. • Correct file errors discovered during self-assessment process. • USOE gathers additional data from district in preparation for on-site visit. • USOE notifies districts two weeks before on-site validation visit. • USOE conducts on-site validation visits to validate the district's self-assessment report findings and summarizes data into final UPIPS report.	• Share UPIPs report with local School Board and Public. • Submit evidence of sharing report to USOE. • Revise the PIP and CAP, if needed, to reflect additional findings. • Submit revised PIP and CAP, if needed.	• Implement revised PIP and CAP. • Plan CSPD activities to facilitate PIP and CAP. • Begin file correction activities for individual file errors identified during on-site validation visit. • Submit report on PIP progress & previous CAPs completed by **June 1, 2007**. • Submit LEA Application, as well as state and federal data reports by **July 1, 2007**.

Utah Special Education Program Improvement Planning System (UPIPS)

YEAR 3

Implementation of Program Improvement Goals and
Corrective Action Plan and Verification of Results of Corrective Actions

2007-2008		
July-May	**Within 1 Year of Report Date**	**June-July**
• Determine whether files will be reviewed through self-monitoring or additional USOE on-site visit. If by USOE on-site visit, schedule in July.	• Submit evidence of individual file error correction.	• Submit annual report on PIP progress by **June 1, 2008.**
• Conduct self-monitoring of files or facilitate USOE on-site visit.		• Submit verification of results from completed CAPs (through either ongoing internal monitoring or on-site visit) by **June 1, 2008.**
• Continue to implement Program Improvement Plan and Corrective Action Plan activities.		• Submit LEA Application, as well as state and federal data reports by **July 1, 2008.**
• Implement planned CSPD activities.		
• Continue and complete file correction activities for individual file errors identified during on-site validation visit.		
• Collect and review data to measure the effectiveness of each action step of PIP goals.		
• Revise the PIP, if needed, to reflect additional findings.		
• Submit revised PIP and CAP, if needed.		
• Submit evidence of CAP related training completed (agendas, participants, and materials) by **December 1, 2007.**		

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Utah Special Education Program Improvement Planning System (UPIPS)

YEAR 4

Implementation of Program Improvement Goals and
Corrective Action Plan and Verification of Results of Corrective Actions

2008-2009

July-August	September-May	Within 90 Days of Receiving Report	June-July
• USOE schedules on-site validation visit with Director. • USOE notifies districts of schedule for on-site validation visits & activities of the visit.	• Continue to implement Program Improvement Plan. • Continue to implement Corrective Action Plan (if not completed). • Collect and review data to measure the effectiveness of each action step of PIP goals. • USOE identifies files and type of review based upon LEA submitted CAP results. • USOE notifies districts two weeks before on-site verification visit. • USOE conducts on-site verification visits to verify the district's CAP results.	• Share UPIPS report with local School Board and Public. • Submit evidence of sharing report to USOE. • Revise the PIP and CAP, if needed, to reflect additional findings. • Submit revised PIP and CAP, if needed. • Implement revised PIP and CAP.	• Plan/continue CSPD activities to facilitate PIP and CAP. • Begin file correction activities for individual file errors identified during on-site validation visit. • Submit report on PIP progress & previous CAPs completed by **June 1, 2009**. • Submit LEA Application, as well as state and federal data reports by **July 1, 2009**.

Utah Special Education Program Improvement Planning System (UPIPS)

YEAR 5

Implementation of Program Improvement Goals and
Corrective Action Plan and Verification of Results of Corrective Actions

2009-2010	
July–May	**June–July**
• Continue to implement Program Improvement Plan.	• Submit annual report on PIP progress by **June 1, 2010.**
• Continue to implement Corrective Action Plan activities.	• Submit verification of results from completed CAPs (through either ongoing internal monitoring or on-site visit) by **June 1, 2010.**
• Coordinate with USOE to determine possible need for mandatory CSPD activities and establish training schedule.	• Submit evidence of individual file error correction by **June 1, 2010.**
• Continue and complete file correction activities for individual file errors identified during on-site validation visit.	• Submit LEA Application, as well as state and federal data reports by **July 1, 2010.**
• Collect and review data to measure the effectiveness of each action step of PIP goals.	
• Revise the PIP, if needed, to reflect additional findings.	
• Submit revised PIP and CAP, if needed.	
• Submit evidence of CAP related training completed (agendas, participants, and materials) by **December 1, 2009.**	

Off-Site Data Requirements
Due December 1, 2005.

As part of the Year 1 district self-assessment, the Utah State Office of Education, Special Education Services (USOE-SES), reviews selected data to assist the LEA in ensuring that this information is consistent with Federal Regulations and State Special Education Rules. The information needed is:

A. Forms

Local Education Agencies (LEAs) use a variety of standard forms and materials for documenting state and federal special education requirements. Since a majority of these forms and materials are required to address specific information, an LEA must ensure that their content is consistent with Federal Regulations and State Special Education Rules.

B. Child Find System

Submit evidence of Child Find that documents efforts to identify, locate and evaluate all students, including: students ages 0-21, students in private schools, including religious school students, highly mobile students, such as migrant and homeless, and students advancing from grade to grade who are suspected of being students with a disability and in need of special education and related services.

C. Identification and Evaluation

Independent Educational Evaluation (IEE)
Evaluation Materials, Tests, and Assessment Tools
Procedure for Determining SLD Eligibility

D. Personnel

Job roles and responsibilities of paraeducators
Listing of persons assigned as designated psychological examiners
Surrogate Parents

E. Private Schools

Child Count
Consultation by LEA and Affirmation from Private School
Proportionate Share of Funding

F. Information Submitted to the State

LEA Application
LEA Policy and Procedures Manual
Fiscal Audit Report
Formal Complaints/Due Process Requests
Federal Data Reports
LRBI State Report
Early Intervening Services Report
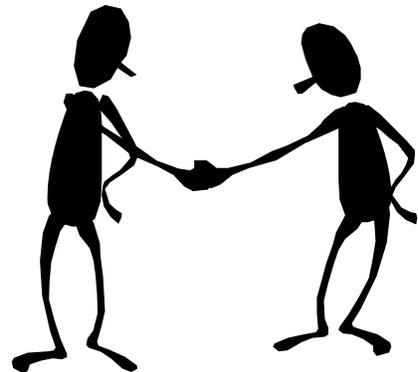
The tables on the following pages organize the needed information by requirement, and give examples of documentation or evidence. These tables provide a checklist for District use to ensure that all the information is submitted to the USOE TA.

Off-Site Data Analysis Criteria

District _____   UPIPS Year 1 _____ 2005-2006 _____

TA: _____   Date Reviewed _____

A.   AREA of ANALYSIS ----   Forms

State Requirements	Parent Copy Documented	USBE-SER page #	Documentation/Evidence	Check
Procedural Safeguards Notice		IV.E (69)	Copy of form.	

Prior Written Notice
    Consent to evaluate
    Eligibility
    IEP implementation
    Placement implementation
    Initial placement
    Change of placement
		IV.D (68)	Copy of forms containing prior written notice of actions taken or refused.	

Notice of Meeting Purposes, time, date, location, name/role, bring others, questions		III.G (43)	Copy of form.	
At Risk Documentation (pre-referral/regular education interventions)	■■■■■■	II.B (14)	Copy of form.	
Referral	■■■■■■	II.A (13)	Copy of form.	
Preschool Referral	■■■■■■	II.A (13)	Copy of form.	
Consent To Evaluate/Re-Evaluation		II.C (15) IV.F (70)	Copy of form.	
Re-Evaluation Review of Existing Data		II.E (16)	Copy of form.	
Evaluation Summary Report		II.F (18)	Copy of form.	
Determination of Eligibility		II.F (17) II.G (18)	Copy of form or explanation of how evaluation summary reports are provided by district.	
Individualized Education Program S/W assessment addendum PLEP Goals Measured Report to Parents Special Factors & ESY Services, amount & frequency Initiation date Review of placement Participate extracurricular activities Signatures		III.B, C, E, F, H, I, K, L, M, R (13)	Copy of forms.	
Transition Plan Goals & Interests Assessments Services Course of Study Agencies		III.J (48)	Copy of form.	
Service Plan for Private Schools and Home School	■■■■■■	III.U (54)	Copy of form.	
Consent for Placement		IV.F (70)	Copy of form.	
Change of Placement		III.S (53)	Copy of form.	
Notice Regarding Age of Majority Rights		IV.V (82)	Copy of form.	
Summary of Academic Achievement and Performance when Graduating			Copy of form.	

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Record of Access	⬛	IV.W (83)	Copy of forms.	
Access Authorization	⬛	IV.W (83)	Copy of forms.	
Release of Information	⬛	IV.W (83)	Not required.	
Behavior Observation ED	⬛	II.G (27)	Not required.	
Classroom Observation LD	⬛	II.G. (35)	Not required.	

District _____   **UPIPS Year 1** _____**2005-2006**_____

B.   AREA of ANALYSIS ---- Child Find System

Requirements	USBE-SER page #	Documentation/Evidence	Check
LEA develops policies and procedures consistent with IDEA- B and State Rules, to ensure all SWD, 0-21, (including private schools), in need of sped/related services, are identified, located and evaluated. Includes practical method for determining which S are currently receiving needed sped/related services.	II.A (13)	Interagency agreements, MOUs, copies of meeting agendas, flyers, information in languages other than English, newspaper announcements, newsletters, school handbooks, etc.	
LEA applies requirement to highly mobile SWD, homeless/migrant.	II.A (13)	Flyers, information in languages other than English, newspaper announcements, newsletters, school handbooks.	
LEA applies requirement to suspected SWD advancing grade to grade.	II.A (13)	Agenda from school faculty/staff training on referral process, school handbooks, memos.	
Collaboration/coordination with State and Local Depts. of Health or other provider of early intervention services for infants & toddlers with disabilities, ages birth – two. (Part C program)	II.A (13)	Interagency agreements, MOUs, copies of meeting agendas.	

C.   AREA of ANALYSIS ---- Identification and Evaluation

Requirements	USBE-SER page #	Documentation/Evidence	Check
Procedure for Determination of Eligibility for SLD		Copy of form or explanation of how eligibility for SLD will be determined.	
Information about Independent Educational Evaluation	IV.C (67)	Sources for an IEE, district criteria for IEE.	
Evaluation Materials, Tests, and Assessment Tools	II.C-G (14)	See form following this section.	
Health/Physical Development			
Sensory- Vision/Hearing			
Emotional/Behavioral/Social			
Adaptive/Self-Help			
Cognitive/General Intelligence			
Academic Performance Aptitude/Math/Language Arts			
Communicative Status Speech/Language			
Motor Abilities/Manual			
Age-Appropriate Transition Assessments			

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Native Language			
Other modes of communication			
Limited English Proficiency			
Parental Input			
Observation materials (teacher, service providers, etc.)			
Classroom-based assessment			

D. AREA of ANALYSIS ---- Personnel

Requirements	USBE-SER page #	Documentation/Evidence	Check
Listing of persons who have completed a surrogate-training program, from which a surrogate parent can be assigned.	IV.U (82)	List of names.	
Job roles and responsibilities of paraeducators	Appendix B	Written description.	
Listing of persons assigned as designated psychological examiners	VII.I (131)	List of names submitted to State Supt. with qualifications (school psychologists are not designated examiners; however, they are fully qualified as evaluators by degree).	

E. AREA of ANALYSIS ---- Private Schools

Requirements	USBE-SER page #	Documentation/Evidence	Check
Child Count	III.V (56)	December 1 report.	
Documentation of annual consultation	II.A (13)	Copy of letter, phone records, and written affirmation signed by representatives of the private schools.	
Proportionate share of funding		Amount of funding for students in private schools, listing of services provided for students on ISPs.	

F. AREA of ANALYSIS ---- Information Previously Submitted to USOE

Requirements	USBE-SER page #	Documentation/Evidence	Check
LEA Policy and Procedures Manual	All Rules that apply to LEA	Updated written policy manual (due within 6 months of new Utah rules).	
LEA Application for Part B Funds	VII.A (122)	USOE approval date.	
Fiscal Audit Report	VI.B (122)	Dated letter from auditor.	
Federal Data Reports	VI (98)	OSEP reports to Data Manager.	
Formal Complaints & Due Process Hearing Requests	IV.G-O (67)	Compliance Officer signature.	
LRBI Annual Report	Appendix F	LRBI report to Data Manager.	
Early Intervening Services Report		Early Intervening Services Report to Data Manager.	

Utah Special Education Program Improvement Planning System (UPIPS)

Off-Site Data Analysis

E. AREA OF ANALYSIS: **Evaluation Materials, Tests, and Assessment Tools**

PART I: **Standardized Evaluation Instruments for Eligibility Determination**

Area	Preschool 0-5	Elementary	Secondonary
Sensory-Vision & Hearing	**Hearing** ☐ Pure Tone Audiometry ☐ Tympanometry ☐ Speech Audiometry **Vision** ☐ Low-Vision Functioning Assmt. ☐ Mobility Assessment ☐ MTI Photo Screener ☐ Snellen Vision Charts ☐ Snellen/Allen Pictures ☐ Visual Efficiency Scale **Other** ☐ Bender Gestalt (Koppitz-1989) ☐ Diagnostic Assessment Procedure (DAP) ☐ Test of Auditory Discrimination (TOAD) (1972) ☐ Test of Auditory-Perceptual Skills (1985) ☐ Other	**Hearing** ☐ Pure Tone Audiometry ☐ Tympanometry ☐ Speech Audiometry **Vision** ☐ Low-Vision Functioning Assmt. ☐ Mobility Assessment ☐ MTI Photo Screener ☐ Snellen Vision Charts ☐ Snellen/Allen Pictures ☐ Titmus Vision Screener ☐ Visual Efficiency Scale **Other** ☐ Bender Gestalt (Koppitz-1989) ☐ DAP ☐ Learning Styles Inventory ☐ TOAD ☐ Test of Auditory-Perceptual Skills ☐ Test of Visual Motor Integration (VMI) (1989) ☐ Other	**Hearing** ☐ Pure Tone Audiometry ☐ Tympanometry ☐ Speech Audiometry **Vision** ☐ Low-Vision Functioning Assmt. ☐ Mobility Assessment ☐ MTI Photo Screener ☐ Snellen Vision Charts ☐ Snellen/Allen Pictures ☐ Titmus Vision Screener ☐ Visual Efficiency Scale **Other** ☐ Bender Gestalt (Koppitz-1989) ☐ DAP ☐ Learning Styles Inventory ☐ TOAD ☐ Other

Area	Preschool 0-5	Elementary	Secondary
Emotional-Behavioral-Social	☐ Adjustment Scales for Children & Adolescents (1993) (5-17)	☐ Adjustment Scales for Children & Adolescents	☐ Adjustment Scales for Children & Adolescents
	☐ Attention Deficit Disorder Evaluation Scales-2nd Ed. School Version (ADDES-2 SV) (1995)	☐ ADDES	☐ ADDES, Secondary Age Students
	☐ Behavior Assessment System for Children-Revised (BASC) (1992)	☐ BASC	☐ BASC
	☐ Behavior Evaluation Scales-2 (BES-2) (1990)	☐ BDI	☐ Response Discrepancy Observation System (Behavioral Observations)
	☐ Behavior Rating Profile-2nd ed. (BRP-2) (1990)	☐ Response Discrepancy Observation System (Behavioral Observations)	☐ BADD Scales for Adolescents
	☐ Battelle Developmental Inventory (BDI)	☐ BADD	☐ Child Behavior Checklist
	☐ Response Discrepancy Observation System (Behavioral Observations)	☐ Child Behavior Checklist	☐ Conners' Rating Scales-R
	☐ Brown Attention-Deficit Disorder Scales for Children (3-12) (BADD)	☐ Conners' Rating Scales-R	☐ Devereux Adolescent Behavior Rating Scale
	☐ Child Behavior Checklist-Achenbach (Child Behavior Checklist) (1991) (4-18)	☐ DESB	☐ Parent-Teacher Reports
	☐ Conners' Rating Scales-R (1997)	☐ School Social Behavior Scales (SSBS) (1993)	☐ W-M
	☐ Devereux Elementary School Behavior Rating Scale (DESB) (1993) (5-18)	☐ Social Skills Rating System (SSRS) (1990)	☐ Other
	☐ School Social Behavior Scales (SSBS) (1993)	☐ Systematic Screening for Behavior Disorders (SSBD) (1992)	
	☐ Social Skills Rating System (SSRS) (1990)	☐ Vanderbilt Teacher Behavior Evaluation Scales	
	☐ Systematic Screening for Behavior Disorders (SSBD) (1992)	☐ W-M	
	☐ Vanderbilt Teacher Behavior Evaluation Scales	☐ Other	
	☐ Walker-McConnell Scale of Social Competence and School Adjustment (W-M) (1988)		
	☐ Other		

Area	Preschool 0-5	Elementary	Secondary
Health & Physical Develop-ment	❏ Battelle Developmental Inventory (BDI) (1988) (0-8) ❏ *Denver Developmental Screening Test (Denver II) (1990) ❏ Learning Accomplishment Profile-Diagnostic Edition (LAP-D) (1977) (3-5) ❏ O.T. & P.T. Evaluations ❏ Physician Reports ❏ Other	❏ BDI ❏ O.T. & P.T. Evaluations ❏ Physician Reports ❏ Other	❏ O.T. & P.T. Evaluations ❏ Physician Reports ❏ Other

Area	Preschool 0-5	Elementary	Secondary
Motor Abilities	❑ BDI ❑ Bruenx-Ostersky Fine Motor Assessment (3-12) ❑ Clinical Observations ❑ Developmental Test of Visual Perception (DTVP-2) (1993) (4-11) ❑ LAP-D ❑ O.T. & P.T. Evaluation ❑ Mobility Assessment ❑ Peabody Developmental Motor Scales-2 (PDMS-2) Peabody Fine & Gross Motor Assessment (0-5) ❑ VMI ❑ Other	❑ BDI ❑ Bruenx-Ostersky Fine Motor Asst. ❑ Clinical Observations ❑ DTVP-2 ❑ District Kindergarten Test ❑ Functional Skills Lists ❑ O.T. & P.T. Evaluation ❑ Mobility Assessment ❑ PDMS-2 ❑ Peabody Fine/Gross Motor Assmt. Assessment ❑ VMI ❑ Visual-Motor Gestalt Test (Watkins Scoring) (1976)	❑ Clinical Observations ❑ DTVP-2 ❑ Functional Skills Lists ❑ O.T. & P.T. Evaluation ❑ Mobility Assessment ❑ Sensory Lists ❑ VMI ❑ Visual-Motor Gestalt Test ❑ Other
Age-Appropriate Transition Assessment	❑ NA	❑ NA	Tests should be selected based on the student's desired post-school outcomes. ❑ Enderle-Severson Transition Rating Scale ❑ UBSCT ❑ Scholastic Aptitude Test ❑ ACT ❑ Transition Planning Inventory (TPI) ❑ Brigance Life Skills Inventory ❑ LCCE Knowledge and Performance Battery ❑ Adaptive Behavior Scales ❑ Manual dexterity tests ❑ Learning styles inventories ❑ Workplace skills observation/evaluation ❑ Other

Area	Preschool 0-5	Elementary	Secondary
Adaptive-Self Help	☐ Adaptive Behavior Scale-AAMD-School 2nd (ABS) (1993) ☐ Adaptive Behavior Evaluation Scale-Revised ☐ BDI ☐ Behavioral Observations ☐ First Step Screening Test ☐ Scales of Independent Behavior-Revised (SIB-R) (0-adult) ☐ Vineland (1984) (0-19 Survey/Expanded Form) (3-13 Classroom Edition) ☐ Other **Autism** ☐ Autism Behavior Checklist (1995) ☐ ADI ☐ ADOS ☐ Asperger's Diagnostic Evaluation Scale ☐ Childhood Autism Rating Scale (1988) ☐ Gilliam Autism Rating Scale (Gilliam) ☐ Other	☐ ABS ☐ Adaptive Behavior Inventory (ABI) (1986) ☐ BDI ☐ Behavioral Observations ☐ First Step Screening Test ☐ Krueger ☐ SIB-R ☐ Vineland ☐ Other **Autism** ☐ Autism Behavior Checklist ☐ Asperger's Diagnostic Evaluation Scale ☐ Childhood Autism Rating Scale ☐ Gilliam ☐ Other	☐ ABS ☐ ABI ☐ Behavioral Observations ☐ First Step Screening Test ☐ Krueger ☐ SIB-R ☐ Vineland ☐ Other **Autism** ☐ Autism Behavior Checklist ☐ Asperger's Diagnostic Evaluation Scale ☐ Childhood Autism Rating Scale ☐ Gilliam ☐ Other
Cognitive-General Intelligence **Cognitive-General Intelligence (continued)**	☐ Batelle Developmental Inventory (BDI) ☐ Bilingual Verbal Ability Test (BVAT) ☐ Cognitive Assessment System (CAS) (1997) (5-18) ☐ Differential Ability Scales-Preschool (DAS) 1990) (5-6) ☐ Kaufman Assessment Battery for Children-Revised (K-ABC-R) 5-12 (2004) ☐ LAP-D ☐ Leiter International Performance Scale-Revised (Leiter-R) (1997) (5-12) ☐ Stanford-Binet V (2004) (5-24) ☐ Universal Nonverbal Intelligence Test (UNIT) (1998) (5-18) ☐ Wechsler Preschool Scales of Intelligence-III (WPPSI) (3-7) ☐ Woodcock Johnson-III- Cognitive	☐ BDI ☐ CAS ☐ Comprehensive Test of Nonverbal Intelligence (CTONI) (1996) (6-19) ☐ Differential Ability Scales-School Age (DAS) (1990) (6-18) ☐ Detroit Tests of Learning Aptitude-4 (DTLA-4) (1998) (6-18) ☐ Escala de Intelligencia Wechsler Para Ninos-Revisada (EIWN-R) (1992) (6-17) ☐ K-ABC-R ☐ Leiter-R ☐ Stanford-Binet V ☐ Test of Nonverbal Intelligence (TONI) (1997) (6-19) ☐ UNIT	☐ CAS ☐ CTONI ☐ DAS ☐ DTLA-4 ☐ Kaufman Adolescent & Adult Intelligence Test (KAIT) (1993) (11-15) ☐ Stanford-Binet V ☐ TONI ☐ UNIT ☐ Wechsler Adult Intelligence Scales (WAIS) (1997) (16-25) ☐ WISC-IV ☐ WJIII-Cognitive ☐ Other

Area	Preschool 0-5	Elementary	Secondary
	☐ (WJIII-Cognitive) (2001) (2-90) ☐ Other	☐ Wechsler Scales of Intelligence for Children-IV (WISC-IV) (5-17) (2003) ☐ WJIII-Cognitive ☐ Other	
Academic Performance **Math & Language Arts**	☐ Bateria Woodcock-Munoz Pruebas de Aprovechamiento-Revisada (Bateria-Munoz) (1996) ☐ Brigance (1991) (0-8) ☐ Callier-Azuza ☐ Curriculum-based Academic-based Achievement Probes (CBA/CBM) ☐ Developmental Programming for Infants and Young Children/Assessment and Application ☐ Early Screening Inventory (1991) (3-6) ☐ Hawaii Early Learning Profile (HELP) (1990) ☐ Illinois Test of Psycholinguistic Abilities-3rd Ed. (ITPA-3) (2002) (5-13) ☐ Motor-Free Visual Perception Test-Revised ☐ Mullen Scales of Early Learning (Mullen) (1995) (0-5.5) ☐ Peabody Individual Achievement Test-Revised-New Norms (PIAT-R-NU) (1998) ☐ Pediatric Evaluation of Disability Inventory (PEDI)(1992) (6 mos.-7 yrs) ☐ Portage Guide to Early Child-hood Education (1997) (0-6) ☐ Preschool Language Scale: 4th Ed. (PLS-4) (2003) (3-7) ☐ Preschool Language Scale: 4th Ed.-Spanish (PLS-4) (2004) (3-6) ☐ Test of Early Language Development-3rd. Ed. (TELD-3) (2002) ☐ Test of Early Mathematics Ability: 2nd Ed. (TEMA-2) (2002) ☐ Test of Early Written Language 2nd Ed.	☐ Bateria Woodcock-Munoz Pruebas de Aprovechamiento-Revisada (Bateria-Munoz) (1996) (6-25) ☐ Bracken Basic Concept Scale-R (Bracken-R) (1998) (5-7) ☐ Brigance ☐ Callier-Azuza ☐ Curriculum-based Academic-based Achievement Probes (CBA/CBM) ☐ Diagnostic Achievement Battery-3 (DAB-3) (2001) (6-15) ☐ Early Screening Inventory ☐ Gray Diagnostic Reading Test-2nd Ed. (GDRT-2) (2004) (6-14) ☐ Gray Oral Reading Test-4 (GORT-4) (2003) (7-18) ☐ Gray Silent Reading Test (GSRT) (2003) (7-18) ☐ ITPA-3 ☐ Kaufman Test of Educational Achievement-II (K-TEA II) (2004) (6-19) ☐ Key Math-NU (1997) (7-16) ☐ Mullen ☐ Norris Educational Achievement Test (NEAT) (1992) (6-12) ☐ Peabody Picture Vocabulary Tests-New Norms (PPVT-R-NU) (1998) (5-16) ☐ Portage Guide ☐ Test of Auditory Comprehension of Language (TALC) ☐ TELD-3 ☐ TEMA-2	☐ Bateria-Munoz ☐ Callier-Azuza ☐ Curriculum-based Academic-based Achievement Probes (CBA/CBM) ☐ DAB-3 ☐ Diagnostic Achievement Test for Adolescents-2 (1993) (12-18) ☐ GDRT-2 ☐ GORT-3 ☐ GSRT ☐ ITPA-3 ☐ K-TEA II9 ☐ Key Math-NU ☐ NEAT ☐ PIAT-R* ☐ PPVT-III ☐ TALC ☐ TOWE ☐ TOWL-3 ☐ WIAT ☐ WIAT-2 ☐ WJ-R ☐ WJIII-A ☐ WLPB-R ☐ WRMT-R-NU ☐ Other
Academic Performance- **Math & Language Arts** **(continued)**			

Area	Preschool 0-5	Elementary	Secondary
	☐ (TEWL-2) (2002) (4-9)	☐ TWEL-2	
	☐ Wechsler Individual Achievement Test-2nd Ed. (WIAT-2) (2001) (5-20)	☐ Test of Written Expression (TOWE) (2002) (7-14)	
	☐ Woodcock Johnson-III- Achievement (WJIII-A) (2000) (2-90)	☐ Test of Written Language-3 (TOWL-3) (1996) (7-18)	
	☐ Woodcock Reading Mastery Test-Revised-New Norms (1998) (5-25)	☐ Test of Written Spelling-3 (TOWS-3) (1994)	
	☐ Young Children's Achievement Test (YCAT) (2002) (4-8)	☐ Wechsler Individual Achievement Test (WIAT-2) (1992) (6-20)	
	☐ Other	☐ WJIII-A	
		☐ Woodcock Reading Mastery Test-Revised (WRMT-R-NU) (1998) (5-25)	
		☐ YCAT	
		☐ Other	
Communi- cative Status- Speech & Language	☐ Arizona Articulation Proficiency Scale-II (1986) (1-13)	☐ ALPHA	☐ Arizona Articulation Scale-III
	☐ Bankson Language Test	☐ Arizona Articulation Scale-III	☐ Bankson Language Test
	☐ Bzoch-League Receptive-Expressive Emergent Language Scale (REEL) (1991) (0-3)	☐ Bankson Language Test	☐ CELF-3
	☐ Clinical Evaluation of Language Fundamentals-4th Ed. (CELF-4) (2004) (5-7)	☐ Comprehensive Assessment of Spoken Language (2001) (7-10)	☐ CELF-3-Sp
	☐ CELI	☐ Clinical Evaluation of Language Fundamentals-3rd Ed. (CELF-3) (1995) (6-17)	☐ CELI
	☐ Comprehensive Receptive Expressive Vocabulary Test (CREVT) (1994)	☐ CELF-4	☐ CREVT
	☐ Expressive One-Word Vocabulary Test (EOWVT) (2000) (5-19)	☐ Clinical Evaluation of Language Fundamentals-3-Spanish (CELF-3-Sp) (1997) (6-14)	☐ EOWVT
	☐ Expressive One-Word Vocabulary Test-Spanish Bilingual Version) (EOWVT) (2000) (5-19)	☐ Comprehensive Assessment of Spoken Language (CASL) (1999) (7-11)	☐ EVT
	☐ Expressive Vocabulary Test (EVT)	☐ CELI	☐ Goldman-Fristoe II
	☐ Goldman-Fristoe Test of Articulation-II (Goldman-Fristoe II)	☐ Comprehensive Receptive Expressive Vocabulary Test (CREVT) (1994) (5-13)	☐ KLST-2
	☐ Kaufman Survey of Early Academic and Language Skills (1993)	☐ District Communication Disorders Observation	☐ Kahn-Lewis
	☐ KLST-2	☐ EOWVT	☐ LAC
	☐ Kahn-Lewis	☐ Expressive Vocabulary Test (EVT) (2000) (519)	☐ OWLS
	☐ LAC	☐ Goldman-Fristoe II	☐ Phonological Analysis
			☐ PPVT-II
			☐ PPVT-III
			☐ ROWVT-R
			☐ SCAN
			☐ SSI
			☐ TAPS
			☐ TEEM
			☐ Test of Adolescent & Adult Language-3 (1994) (12-25)
Communi- cative Status-			☐ TOLD-3-Int

Area	Preschool 0-5	Elementary	Secondary
Speech & Language **(continued)**	☐ Oral & Written Language Scales (OWLS) (1995) (5-19)	☐ KLST-2	☐ Test of Phonological Processes
	☐ Phonological Analysis	☐ Kahm-Lewis	☐ Test of Pragmatic Language
	☐ Preschool Language Scale III (1992) (5-7)	☐ LAC	☐ Test of Problem Solving
	☐ Peabody Picture Vocabulary Test	☐ Oral & Written Language Scales (OWLS) (1995) (5-19)	☐ Test of Word Finding
	☐ Peabody Picture Vocabulary Test-III (PPVT-III) (1993) (5-25)	☐ PEST	☐ Test of Word Knowledge
	☐ Receptive One-Word Vocabulary Test (ROWVT) (1985) (2-12)	☐ Phonological Analysis	☐ The Word Test
	☐ Receptive One-Word Vocabulary Test-Bilingual, Spanish Version (ROWVT) (19) (2-12)	☐ PPVT-II	☐ Other
	☐ SCAN	☐ PPVT-III	
	☐ SSI	☐ Receptive One-Word Vocabulary Test-R (ROWVT-R) (2000) (5-19)	
	☐ Structured Photographic Articulation Test (SPAT)	☐ SCAN	
	☐ Test de Vocabulario en Imagenes Peabody (TVIP)	☐ SSI	
	☐ Test of Auditory Comprehension of Language-3 (TACL-3) (1999) (3-10)	☐ Stuttering Sensitivity Index	
	☐ TAPS	☐ TACL-3	
	☐ TEEM	☐ TAPS	
	☐ Test of Language Development-3 Primary (TOLD-3-Primary) (1997) (5-9)	☐ TEEM	
	☐ Test of Phonological Processes	☐ TOLD-3-Primary	
	☐ Test of Word Finding	☐ Test of Language Development-3-Intermediate (TOLD-3-Int) (1997) (8-13)	
	☐ Wepman's Auditory Discrimination Test	☐ TOLD-3	
	☐ Other	☐ Test of Phonological Processes	
		☐ Test of Problem Solving	
		☐ Test of Word Finding (TWF, TAWF)	
		☐ Woodcock Language Proficiency Test	
		☐ Other	

PART II: Other Tests/Evaluation materials used in the District.

Native Language available: ____ *use of translator;* ____ *tests in languages other than English;* ____ *Other (specify)* _____

Other modes of communication utilized: ____ *ASL,* ____ *SEE,* ____ *Other (specify)* _____

Materials used to assess English proficiency: ____ *IPT,* ____ *Other(specify)* _____

Parental input tools, methods: ____ *interview,* ____ *questionnaire,* ____ *Other* _____

Area	Preschool 0-5	Elementary	Secondary

Observation tools, teacher, related service provider input methods: *list*_____

Classroom-based Assessments: ____*program embedded assessment,* ____*CRTs,* ____*DIBELS* ____*other UPASS programs. Other (specify)* ____

Date

District Superintendent
Local Education Agency
Address of LEA

Dear Superintendent:

During Phase I of the Utah Special Education Program Improvement Planning System (UPIPS), your school district is conducting a self-assessment that addresses both compliance with the Individuals with Disabilities Education Act (IDEA) and improved results for students with disabilities. As part of the general supervision/compliance portion of the self-assessment, the Utah State Office of Education, Special Education Services (USOE-SES), reviewed selected information to assist your district in ensuring that its content is consistent with Federal Regulations and State Special Education Rules.

Listed below is the selected information reviewed by USOE-SES and the compliance status of that information. Information that is determined out of compliance must be addressed in the district's Corrective Action Plan that becomes part of the Program Improvement Plan. Your district may have some information that is incomplete and is, therefore, unable to be determined in compliance. Your district has thirty (30) days to resubmit this information for compliance determination.

A.   AREA of ANALYSIS: **Forms**

State Requirements	Compliance Status	Notes and Comments
Procedural Safeguards Notice		
Prior Written Notice		
Notice of Meeting		
At Risk Documentation (pre-referral/regular education interventions)		
Referral		
Preschool Referral		
Consent To Evaluate/Re-Evaluation		
Re-Evaluation Review of Existing Data		
Evaluation Summary Report		
Determination of Eligibility		
Individualized Education Program		
Transition Plan		
Services Plan (Private and Home School)		
Consent for Placement		
Change of Placement		
Summary of Academic Achievement and Performance when Graduating		
Notice Regarding Age of Majority Rights		
Record of Access		
Access Authorization		
Release of Information		Not required
Behavior Observation ED		Not required
Classroom Observation LD		Not required

Compliance Status Key: Y- in compliance, N – not in compliance, UD – unable to determine compliance status

Summary of Forms Analysis

Commendations*:*
Non-Compliance:

Unable to Determine Compliance Status: (30 days to resubmit or becomes non-compliance)

B.   AREA of ANALYSIS: **Child Find System**

State Requirements:	Compliance Status	Notes and Comments
LEA develops policies and procedures consistent with IDEA- B and State Rules, that ensure all SWD, 0-21, in jurisdiction who are in need of sped/related services, are identified, located and evaluated.		
Major components of child find include:		
LEA implementation and coordination of Child Find activities		
Highly mobile students with disabilities, including migrant and homeless students		
Students suspected of being a student with a disability even though they are advancing from grade to grade		
Collaboration/coordination with State and Local Depts. of Health, which have responsibility for providing early intervention services for infants & toddlers with disabilities, ages birth – two. (Part C program)		

Compliance Status Key: Y- in compliance, N – not in compliance, UD – unable to determine compliance status

Summary of Child Find Analysis
Commendations:
Non-Compliance:
Unable to Determine Compliance Status: (30 days to resubmit or becomes non-compliance)

C.   AREA of ANALYSIS: **Identification and Evaluation**

State Requirements:	Compliance Status	Notes and Comments
Procedure for Determination of Eligibility for SLD		
Information about Independent Educational Evaluation		
Evaluation Materials, Tests, and Assessment Tools		

Compliance Status Key: Y- in compliance, N – not in compliance, UD – unable to determine compliance status

Summary of Assorted Information Analysis
Commendations:
Non-Compliance:
Unable to Determine Compliance Status: (30 days to resubmit or becomes non-compliance)

D.   AREA of ANALYSIS: **Personnel**

State Requirements:	Compliance Status	Notes and Comments
Listing of persons who have completed a surrogate-training program, from which a surrogate parent can be assigned.		
Job roles and responsibilities of paraeducators		
Listing of persons assigned as designated psychological examiners		

Compliance Status Key: Y- in compliance, N – not in compliance, UD – unable to determine compliance status

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Summary of Assorted Information Analysis

Commendations:

Non-Compliance:

Unable to Determine Compliance Status: (30 days to resubmit or becomes non-compliance)

E.   AREA of ANALYSIS: **Private Schools**

State Requirements:	Compliance Status	Notes and Comments
Child Count		
Documentation of annual consultation		
Proportionate share of funding		

Compliance Status Key: Y- in compliance, N – not in compliance, UD – unable to determine compliance status

Summary of Assorted Information Analysis

Commendations:

Non-Compliance:

Unable to Determine Compliance Status: (30 days to resubmit or becomes non-compliance)

F.   AREA of ANALYSIS: **Information Previously Submitted to USOE**

State Requirements:	Compliance Status	Notes and Comments
LEA Policy and Procedures Manual		
LEA Application for Part B Funds		
Fiscal Audit Report		
Federal Data Reports		
Formal Complaints & Due Process Hearing Requests		
LRBI Annual Report		
Early Intervening Services Report		

Compliance Status Key: Y- in compliance, N – not in compliance, UD – unable to determine compliance status

Summary of State Level Information Analysis

Commendations:

Non-Compliance:

Unable to Determine Compliance Status: (30 days to resubmit or becomes non-compliance)

Please review this document to validate the accuracy of the findings. Should you find any inaccurate statements or findings, it is essential that you identify those concerns and submit them in writing to your USOE Technical Assistant within 30 days.

We appreciate the documentation and submission of information you and your staff have provided in the Off-Site Data Review part of the UPIPS Process. If we may be of assistance as you incorporate relevant information into your corrective action plan or any other area of Year I, the Self-Assessment Process, please let us know.

Sincerely,

Ms. Glenna Gallo, Monitoring Specialist   , USOE Technical Assistant
Special Education Services Unit   Special Education Services Unit

cc: District Special Education Director

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Program Areas and Goal Statements
District Self-Assessment Process

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Program Area I – General Supervision

</div>

District Monitoring to Ensure Compliance with IDEA

Goal Statement 1: Free Appropriate Public Education is available to all children in the district because the district's monitoring system, other mechanisms for ensuring compliance, and parent and child protections are systematic and utilize data to develop corrective action plans and activities.

Comprehensive System of Personnel Development

Goal Statement 2: All members of the IEP team have access to personnel preparation and support activities that facilitate improved educational results for students with disabilities and the implementation of IDEA 2004.

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Program Area II– Parent Involvement

</div>

Parents and Eligible Students Know Their Rights and Responsibilities

Goal Statement 3: Parents and eligible youth with disabilities are aware of and have access to their rights and responsibilities within the system for parent and child protections.

Parent Involvement in Program Improvement

Goal Statement 4: Program and services for children with disabilities improve because parents are actively involved in program improvement activities.

Program Area III – Free Appropriate Public Education in Least Restrictive Environment

State Eligibility Criteria and Disproportionality

Goal Statement 5: The needs of students with disabilities are determined based upon state definitions, eligibility criteria and appropriate evaluation procedures.

Least Restrictive Environment

Goal Statement 6: All students with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living.

Student Progress in General Education and Student Assessment

Goal Statement 7: Students with disabilities are making continuous progress within the state and district system for educational accountability (U-PASS).

Program Area IV – Transitions

Transition from Part C to Part B Program

Goal Statement 8: Children exiting Part C receive the services they need by their third birthday, when appropriate.

Secondary Transition to Post-School Activities

Goal Statement 9: All students with disabilities, beginning at age 16 and younger when appropriate, receive individualized coordinated transition services designed within an outcome-oriented process that promotes movement from school to post-school activities.

<u>Program Area V – Disproportionality</u>

State Eligibility Criteria and Disproportionality

Goal Statement 10: Students are identified as eligible under IDEA following district and state policies and procedures that ensure those from ethnic and racial minority backgrounds are not over identified.

Data Collection and Analysis Requirements

The sub-committees of the Steering Committee will collect different kinds of information from a variety of sources. A good suggestion is to get data from a broad representation of stakeholders.

Interview Data

One important source of information about the district's special education programs is interviews with stakeholders. Interviews may be conducted with principals, teachers, parents, related service providers, paraprofessionals, and students. Some suggested interview questions are in this handbook. Some districts may choose to conduct focus groups, or a written survey. The Self-Assessment Report should contain the following information gained from conducting interviews and analyzing the results.

- Who was interviewed (by role)
- How many interviews were conducted
- Results and analysis of the interview data
- Strengths of the special education program
- Program improvement goals based on the analysis

Student Record Review Data

Another critical place to look for information is in the records of student with disabilities. Student files should be checked for compliance with requirements of IDEA. This may be accomplished with a checklist; however, it is recommended that districts use the student record review software (UPIPS-SRR) developed by the SEA in order to ensure complete coverage of all the relevant compliance items. This software is available free of charge and can be requested from the monitoring specialist at (801) 538-7898. The following analysis of the student record review data must be in the Self-Assessment Report.

- How many and what per cent (at least 10% or 35 files, whichever is more, is recommended) of special education files were reviewed.
- How various ages, disability categories, placements, ELLs, initial/re-evaluation or continuing students were represented in files reviewed.
- Information about the district wide results of the review for each compliance item.
- Analysis of the file review results, identifying systemic areas of non-compliance
- Strengths of the special education program
- Program improvement goals based on the analysis
- Corrective Action Plan for areas of non-compliance

Outcome Data

Information on student outcomes may be obtained from a number of sources. One helpful source is the data from the OSEP reports presented in the District Data Profile. This information is located at the back of this section of the handbook. Academic achievement data from state wide criterion referenced tests, alternate assessment, and district wide tests is another source of general outcome data. The sub-committee with this assignment will need to analyze and report these data points.

- Graduation rate of students with disabilities compared to non-disabled students

- Drop out rate of students with disabilities compared to non-disabled students
- Trend data for graduation and drop out rates in district
- LRE/placement data for students with disabilities compared with state and national averages
- Academic achievement data on Core tests (CRTs) for students with disabilities compared to non-disabled students and with state averages
- Trend data on academic achievement
- Participation rate of students with disabilities in state wide assessment
- Suspension and expulsion trend data
- Representation of various ethnic backgrounds as students with disabilities compared to the general student population of district and possible implications for the eligibility process
- Representation of students in various categories of disability compared to state averages
- Satisfaction data from the interviews with patrons and staff referenced above

Other Data Sources

Each district's Steering Committee will look at other important information about other factors that impact the quality of the special education program. The results of the off-site data review will be analyzed, along with other considerations. These elements will need to be reported from the self-assessment process.

- Teacher licenses and endorsements for current assignments
- Case loads of special education case managers
- Adequacy of district support for teachers in schools
- The district's system for identifying personnel development needs
- Records of personnel development activities provided for all members of IEP team
- LRBI committee members and dates of meetings
- Emergency contact records for level 3 and 4 intrusive interventions
- Strengths, needed improvements, and areas of non-compliance from this information

Other Data at District Discretion

Districts may access information from many other sources. The analysis of this data should also be reported in the Self-Assessment Report.
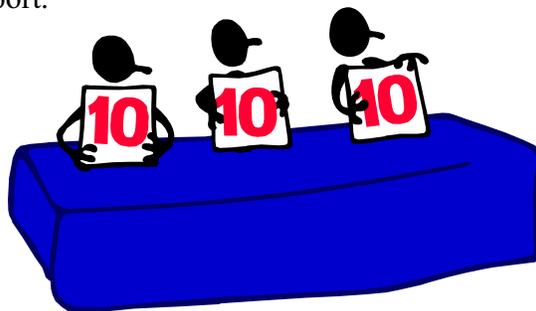
Composition of the Steering Committee

Who should be included on the District Steering Committee to participate in the Self-Assessment Process?
Here are some suggestions!

- **Those who affect and who are affected by special education systems**

- **A facilitator can be helpful**

- **District Special Education Director**

- **Key district special education staff**

- **School administrators**

- **General education teachers**

- **Special education teachers (including preschool)**

- **Parents of students with disabilities**

- **Students with disabilities**

- **Related service staff**

- **Other agency personnel**

**Utah Special Education
Program Improvement Planning System
(UPIPS)**

_____School District
Special Education Steering Committee Meeting

Purpose
The district Steering Committee will meet to discuss and plan activities related to the Utah State Office of Education (USOE) monitoring of the district's special education program and services.

Outcomes
➢ Gain an understanding of the Office of Special Education Programs' (OSEP) continuous improvement monitoring process, and the Utah Special Education Program Improvement Planning System (UPIPS).
➢ Explain the role and responsibilities of the district Steering Committee.
➢ Discuss and plan the self-assessment process of the district's special education program and services.
➢ Discuss and plan the district public input strategy.
➢ Plan the next steps and committee member assignments.

AGENDA

Introduction to the Individuals with Disabilities Education Act (IDEA) of 2004

Six principles of IDEA
> **Free Appropriate Public Education**
> **Appropriate Evaluation**
> **Individualized Education Program**
> **Least Restrictive Environment**
> **Parent and Student Participation in Decision-making**
> **Procedural Safeguards**

OSEP Continuous Improvement Monitoring Process and Utah Special Education Program Improvement Planning System (UPIPS) explained

Role and responsibilities of district special education Steering Committee

From self-assessment to program improvement planning

Six Principles of IDEA

Free Appropriate Public Education (FAPE)

"The term 'free appropriate public education' means special education and related services that (A) have been provided at public expense, under public supervision and directions, and without charge; (B) meet the standards of the State educational agency; (C) include an appropriate preschool, elementary, or secondary school education in the State involved; and (D) are provided in conformity with the individualized education program required under section 614(d)." (Section 602(9))

Appropriate Evaluation

Evaluation teams should collect and examine multiple sources of data, including existing academic achievement and performance data. Additional assessments should be administered only as much as needed to identify the disability and guide the educational program to meet individual needs.

Evaluation activities should include gathering information related to enabling the child to be involved in and progress in the general curriculum or, for preschool children, to participate in appropriate activities.

Individualized Education Program

"The term 'individualized education program' or 'IEP' means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with section 614(d)."

Least Restrictive Environment (LRE)

The presumption that children with disabilities are most appropriately educated with their non-disabled peers and that special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Parent and Student Participation in Decision Making

"The Congress finds that following:…strengthening the role and responsibility of parents and ensuring that families of such children have meaningful opportunities to participate in the education of their children at home and at school." (IDEA 2004, Findings, 601(c)(5)(B))

Procedural Safeguards

Safeguards to ensure that the rights of children with disabilities and their parents are protected, that student with disabilities and their parents are provided with the information they need to make decisions about the provision of FAPE, and that procedures and mechanisms are in place to resolve disagreements between parties.
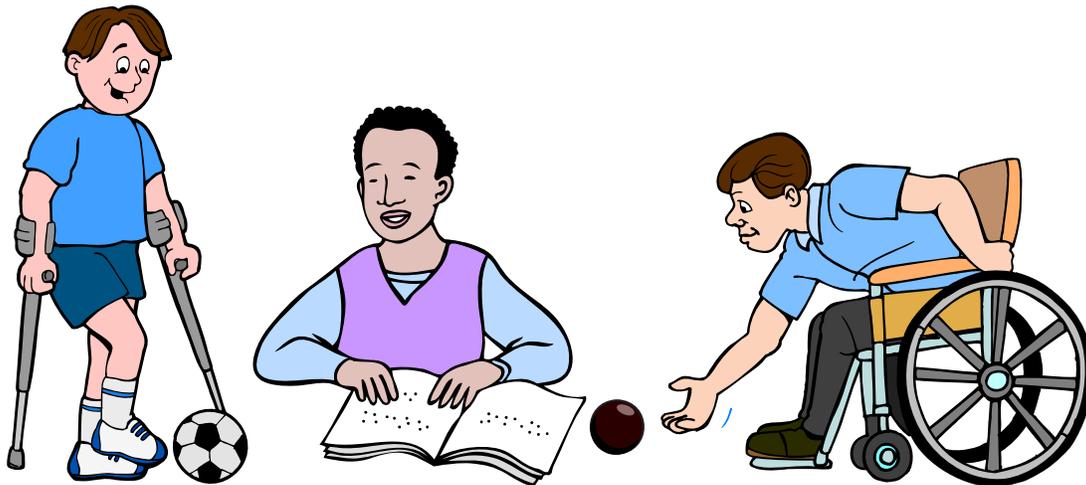
History of IDEA

For most of our nation's history, schools were allowed to exclude (and often did) certain children, especially those with disabilities. Since the 1960s, however, there has been a great deal of federal legislation that relates to individuals with disabilities. State and federal laws now protect the rights of students with disabilities and guarantee that a free and appropriate, publicly supported education is available to them.

Two of the most important laws for students with disabilities are:

☼ Individuals with Disabilities Improvement Education Act (IDEA) 2004

☼ Rehabilitation Act of 1973, especially Section 504

Utah Special Education Program Improvement Planning System (UPIPS)

Self-Assessment Report Format and Contents
2005-2006

1. Introductory Pages
>   Board of Education
>   Special Education Administration
>   Steering Committee Membership

2. District Profile and General Information
>   Description of district or annual report of demographics, unique features
>   Mission and Beliefs Statements
>>   District Statements
>>   Special Education Statements (if any)

3. The Self-Assessment Process with Stakeholder Involvement and Public Input
>   Describe Stakeholder Involvement
>   Describe the Steering Committee's work

4. Present Data and Analysis from Self Assessment
>   Include data from all sources and each sub-committee

5. Summarize conclusions in the five program areas
>   •Areas of Strength
>   •Areas Needing Improvement
>   •Areas of Non-Compliance

General Supervision
>   Monitoring and Parent/Child Protections
>   CSPD

Parent Involvement
>   Parents know Rights and Responsibilities
>   Parents involved in Program Improvement

Free Appropriate Public Education in Least Restrictive Environment
>   Evaluation and Eligibility Procedures Followed
>   FAPE in LRE
>   Students make Progress as Measured by U-PASS

Transitions
>   Children from Part C receive services by 3rd birthday
>   Students receive Transition Services School to post-school

Disproportionality
>   Eligibility process ensures that over-identification does not occur

6.   Complete Self-Assessment Executive Summary*

7. Write Program Improvement Plan with Action Steps and Corrective Action Plan*

*See format on following pages.

5/30/05 (b)

Sample Self-Assessment Report

I. Introductory Pages

Board of Education

Jason Gallo (President)
Lee Johnson
John Lewis
David Ashcraft
Melinda Young

Special Education Administration

Nancy Child (Special Education Director)
Dee Kirk (Program Specialist)
Tina Larsen (Program Specialist)

Steering Committee Membership

Nancy Child (Special Education Director)
Dee Kirk (Program Specialist)
Jenny Black (Speech/Language Pathologist)
Christine Bennee (Elem. Regular Education Teacher)
Ginger Salis (Elem. Special Education Teacher)
Robert Frye (Sec. Regular Education Teacher)
Sheldon Driggs (Sec. Special Education Teacher)
Trina Law (Preschool Special Education Teacher)
Deanna Breta (School Administrator)
Brenda Wright (Parent)
Jim Galloway (Parent)
Heather Minds (Parent)

I.   District Profile and General Information

USOE School District is located in the center of an urban setting in northern Utah. We currently have an enrollment of over 13,300 students with 1,352 receiving special education services. Students are served in a total of 23 schools, with 12 elementary schools, 8 middle schools, and 3 high schools.

A unique feature is the district music program. USOE School District starts students with string instruments when they are in third grade

Seventh graders are exposed to a variety of foreign languages at six week intervals. This program has generated high student interest and students have walked away with conversational language skills as well as a connection with the culture. These classes were taught by university students. Language exposure was in Spanish, Hawaiian, Chinese, Japanese, Korean, and French.

Mission and Beliefs Statements

The mission of USOE School District is to provide all students the fundamental knowledge, tools, and discipline to become successful, reputable citizens in our country and to become high achievers in our ever evolving, demanding, and complex society. The mission will be carried out through a stimulating academic curriculum, focused on elemental skills development, in a structured classroom environment, with strong parental involvement.

Philosophy

The USOE School District's philosophy is to emphasize the teaching of basic skills and knowledge. Its purpose is to:

> - Train and discipline the intellect,
> - Teach skills,
> - Instill a sense of pride in and respect for self, others, and country,
> - Equip students with the necessary skills to become decision makers, problem solvers, and lifetime learners,
> - Prepare students for the outside world by challenging them to compete for achievement of standards in the classroom,
> - Develop an atmosphere of respect and acceptance,
> - Coordinate home and school effort in providing a solid education foundation for students.

II.   Self-Assessment Process with Stakeholder Input

The UPIPS Steering Committee met three times during the 2004-2005 school year to assign tasks, analyze data, and suggest improvement goals. UPIPS activities were subdivided by the Steering Committee and each person was assigned tasks. Each subcommittee, upon completion of their assigned task, brought the collected data back to a Steering Committee meeting, where it was analyzed by the group.

III.   Data and Analysis from Self-Assessment

A. UPIPS Interview Results
Spring 2005

Introduction

Members of the Steering Committee interviewed 20 parents, 40 general educators, 20 evaluators, and 10 building administrators as part of the UPIPS process. Questions in the survey are as follows:

In the sections that follow, the exact quotations of interviewees are presented in the exact form as written.

General Education

1: What is good about your school's special education program?

- My student who participates in special education is making progress in math skills. He is able to study the lessons at a place where he is not overwhelmed. This is the only area where he is out of the classroom. He is growing and has confidence rather than confusion. His success in math builds and reinforces his general attitude toward school.
- _____ is excellent as well as the aides. They are organized. The room is bright and inviting.
- The teachers are kind and in touch with the students needs. They have materials appropriate to the students needs.
- We have great teachers.
- I really like letting my student get one on one time for math. When he is with the class he is so behind he is disruptive.
- It's a small program. Things can get done quickly. I think there is lots of help for Sp. Ed. students and they're able to get lots on one on one attention.
- We have a great teacher who works extremely well with our students and our teachers.

2: How can an educator best participate in the IEP process?

- An educator can best participate in the IEP process by identifying students whose abilities appear to be well below grade level.
- An educator can best help by being familiar with the child's strengths and needs to follow up and evaluate the student's progress and make suggestions for necessary changes.
- An educator needs to be very familiar with the strengths and need of the students in her class. She needs to communicate regularly with the special education teacher.
- By attending the IEP meetings and be provided with a check-off of some kind of the things they need to be doing so they can keep a daily check-off list to stay on track.
- I would like to know exactly what he should come with.
- I've found that it's very helpful to listen! A lot of information about a child's needs is talked about during the IEP. I was able to understand my student's need much better after going to the IEPs.
- Be present for all meeting and have a working knowledge about the special education process.

3. How much do the students in your class have access to educational non-academic and extracurricular activities?

- My special ed student participates in every activity except that he attends math instruction in the special education room.
- They have full access to all of our activities. Our class did an opera this year and they participated in all parts of the process; writing the story, creating the script, creating the music, painted scenery and performing.
- Much, mainly provided by their families.
- Lots through the community.
- We have great specials and special teachers at the school. Everyday we have 25 minutes of music, P.E., computers, or library.

4. What would be your highest priority for improving the special education program?

- I should more quickly identify those who should be tested for eligibility for special ed. services.
- Monthly progress reports.
- More communication so I know what is happening there. Sometimes I worry that he doing lots of coloring or other activities rather than working on basic skills.

The general education teachers noted the importance of attending the IEP. They indicated that all of their special education students had total access to all extra-curricular activities and core curriculum classes when appropriate. Student progress was noted because of the one-to-one setting in the special education classroom. The teachers also noted that materials used for their students were appropriate for student achievement.

The teachers indicated that it would be of benefit to them if they could receive more frequent communication such as a monthly progress report.

Parents

Special Education Survey

1. How much did your child benefit from his/her educational program?

   #1. Child benefited immensely.
   #2. Child didn't get into the program until the end of year. Parent very disappointed that they didn't get help sooner. Very little progress.
   #3. Child made tremendous progress. Was able to go into regular classroom mid-year.
   #4. Child seemed more motivated. Made very good progress in reading.
   #5. Child made significant improvement in math. Everything was better.
   #6. Child improved very much. Behavior also improved. Was able to mainstream more.

2. How can a parent best participate in the IEP process?

- Voice Concerns. This parent felt that the school responded well to concerns.
- IEP was done too late. Needs to be done at first of year. Parent should have pushed harder to have IEP done on time. Would like to see it done quarterly.
- The process was way too slow. Parent identified problems in November but school said to wait and see how the child did. Child was not tested until May. Parent felt they should have pushed harder for school to respond.
- Let school know problems early and work with regular classroom teacher to follow IEP.
- Be more involved.
- Take more time to be involved.
- Come with a list of concerns and suggestions. Get more concrete.
- Make sure goals are appropriate for child. This parent's child never had a formal IEP.
- Be aware of students needs and monitor results. Appreciated helpful atmosphere.
- This parent was very confused about the process. They didn't have an IEP.

3. How much does your child have access to educational, non-academic and extra-curricular activities?

- Very accessible
- Great. P.E. and music were especially good. They went out of their way to be helpful and encouraging.
- Good to have them.
- Student missed class portrait because of special ed. Other things were fine.

4. What would your highest priority for improving the special education program be?

- Let parent know what progress is being made and what is going on. Communicate more with parents.
- Make IEP's more of a priority and have them quarterly.
- Get IEP process done sooner so that student can be helped sooner.
- Follow the IEP and communicate with parents about what is going on.
- Everything is great.
- Hire an additional speech therapist.
- Weekly interaction and feedback from special education teacher.
- More closely monitor student work and progress and give feedback.
- Communicate more with parents. It is very difficult to get people to call you back.

Other comments:

- Student was often overwhelmed by homework. The math was especially overwhelming.

- Student was really overwhelmed by math.
- This parent had brought an IEP from previous school but didn't feel they could get anyone at the school to respond. It took until May to get IEP done. Student needed language and a speech therapist but one wasn't available. Parent felt like they begged on a daily basis to get help with no response. There seemed to be a ton of obstacles. They still felt like the regular classroom was better than the school they came from. The student was overwhelmed by math and homework.
- Student overwhelmed with homework and math in regular classroom. Didn't feel that special ed. math was very helpful. Math was dumbed down.
- Didn't feel like student did much in math. Student also didn't seem to have homework from special ed.

In general, parents were pleased with the special education program.

Concerns about the program most often centered on the IEP process. Parents often felt the process was slow and confusing. Parents also wanted more communication with their special education teachers about their student's progress. Some parents expressed concerns about the math curriculum and homework load in the regular classroom and felt it needed to be adjusted more for special education students.

Although parents had some concerns, all of them expressed that they felt the special education services were helpful to their student and preferred the charter school's program over regular public education programs that they had been involved in.

Building Administrators

They loved the cooperation of the special education teachers. The meetings were conducted in a very organized manner. The scheduling was done so all that were involved could attend.

Need for improvement would be to give a better over-view of special education for parents. One suggestion would be to make a video or Power Point presentation for the parents. When a student is referred for testing, a presentation of some kind to the parents could help them understand the process more.

The comments given by general education teachers, parents, and building administrators, were positive. Our special education staff was viewed as well organized and very concerned for the progress of their students.

B. UPIPS FILE REVIEW
2004-05 SCHOOL YEAR
SUMMARY

Demographics of IEP Files Reviewed

District:	200 (10%)
High School:	50 (25%)
Middle School	50 (25%)
Elementary School	100 (50%)
Specific Learning Disabilities	90 (45%)
Emotional Disturbance	25 (12%)
Hearing Impairment	10 (5%)
Intellectual Disabilities	25 (12%)
Orthopedic Impairment	5 (3%)
Communication Disorder	45 (23%)

(Data attached)

General Supervision

Areas of Positive Results:
1. Training of data collection team facilitated a positive interaction with teachers and the team members to review files in a non-threatening manner. Both team members and the teachers being reviewed learned a great deal in the monitoring process and the content of the files.
2. A process for regular file monitoring was established in order to keep a handle on the condition of district files.
3. The District Staff Development Team was strengthened and became more aware of inservice needs.
4. Several teachers are working on enhancing their skills and effectiveness in the classroom by seeking higher degrees and more certification. Many are seeking ESL endorsements, severe endorsements, reading endorsements, and master's degrees.

Areas of Needed Improvement:
1. There is a need for better training of paraprofessionals. The district has developed a Paraprofessional Handbook, which is given to every paraprofessional. The special education teacher in the school provides the majority of the training opportunities. Many times the training is not sufficient for the paraprofessionals to feel adequate with their assignments.
2. There is a need for training on the new IDEA 2004 requirements district-wide.

Areas of non- compliance: Personnel

Parent Involvement

Areas of Positive Results:
1. Parents are generally pleased with the special education services being provided for their students. They are informed about IEP meetings well in advance and take an active role

as a member of the IEP team. They are receiving regular progress reports from the schools. They are pleased with the level of service being provided by the regular classroom teacher, special education teacher, and related service providers.

2. The results of the surveys with students, general education teachers, special education teachers, related service providers, and school administrators yielded similar results with reference to parental involvement. The similarities included: parental involvement is very important on every level of participation; parents should receive frequent progress reports, receive adequate prior notice before meetings, be actively involved in meetings, and be informed of any unusual activity concerning behavior, academics, social issues, etc. Parents took an active role in the UPIPS Steering Committee. They helped with surveys, coordinated with school personnel to meet with sub-committees, helped to score the surveys, compiled data, and voiced concern if they felt they were not being included in the decision-making process.

Areas of Needed Improvement:
1. Some parents feel overwhelmed at IEP meetings with so many professionals sitting around the table and are hesitant to voice their opinion or concerns.
2. Some parents are not satisfied with the level and extent of service being provided.
3. More training for parents is needed.

Areas of Non-Compliance:
1. None

FAPE in the LRE

Areas of Positive Results:
1. IEPs are developed with the team focusing on students with disabilities having access to the general curriculum and the goals being developed relating to the state core curriculum. Appropriate placement and daily schedules for the students are directed toward individual student achievement and progress toward the annual goals on the IEP.
2. The large majority of students with disabilities are attending their neighborhood school and participating in all school related activities of their choice.

Areas of improvement:
1. More training is needed to help teachers become proficient with evaluation tools used in assessment.

Areas of Non-Compliance:
1. IEP Timelines exceeded in 45% of reviewed files.

Transition

Areas of Positive Results:
1. Age 3-5 programs are being provided through the district preschool programs.
2. The preschool actively coordinates with the EI and Head Start programs.

3. Our district has a transition facilitator who attends IEP meetings when requested for transition goal development.
4. High school special education teachers provide job-sampling activities for students.

Areas of Needed Improvement:
1. Older students need more training in self-determination and self-advocacy.
2. Students and parents need more training and a better understanding about services and helping agencies for adult-based programs.

Areas of Non-Compliance:
1. None

C. Analysis of Student Outcome Data

Student Achievement

       As seen on indicator 50, U-PASS Performance Results, students with disabilities score significantly lower then their peers without disabilities (an average gap of 20 for each grade level). As a district, we are focusing more on student achievement results by increasing professional development for teachers and paraeducators on research-based interventions for reading and math. We are also providing professional development on DIBELS, since each teacher (general education and special education) will be responsible for assessing their student's achievement biweekly and reporting on it during their grade level meetings.

Graduation Rates

	Special Education	Regular Education
2002-2003 Graduates	84.5%	98.99%

       Special education graduation rates are lower than regular education graduation rates by 14.49%. Some of the difference can be accounted for through special education students who do not graduate at age eighteen, but continue in public education until their 22nd birthday. We will be gathering data on other causes of the decrease in special education students graduating so that we can plan on addressing that need, also.

> **Continue to include other student outcome data analysis (see UPIPS manual)**

D. Off-Site Data Analysis

Forms

       All forms are in compliance as per USOE letter.

Child Find
All Child Find activities are in compliance as per USOE letter.

Identification and Evaluation
All Identification and Evaluation tools and materials are in compliance as per USOE letter, but we are currently updating our assessment materials by adding additional transition assessments and providing training to secondary level teachers on their use and availability.

Personnel
At this time, we have 3 special education severe teachers working on a LOA. All are expected to complete requirements for the license by the end of this school year. All teachers are within state caseload requirements.

Private Schools
Private School contacts and consultations are documented and in compliance, as per USOE letter.

Information Previously Submitted to USOE
All federal and state reports that have been due have been submitted and approved. We are currently working on revising our policy and procedures manual, which will be finalized after the new Utah rules are released.

Utah Special Education Program Improvement Planning Process

_____ District

Executive Summary of Self-Assessment Report

After completing the district self-assessment, please summarize the findings for each of the five program areas. Star (*) those areas of needed improvement that will be program improvement goals for the district.

I. General Supervision

   A. Areas of Positive Results

   B. Areas of Needed Improvement (include in Program Improvement Plan)

   C. Areas of Non-Compliance (include in Corrective Action Plan)

II. Parent Involvement

   A.   Areas of Positive Results

   B. Areas of Needed Improvement (include in Program Improvement Plan)

   C. Areas of Non-Compliance (include in Corrective Action Plan)

III. Free Appropriate Public Education in the Least Restrictive Environment

    A. Areas of Positive Results

    B. Areas of Needed Improvement (include in Program Improvement Plan)

    C. Areas of Non-compliance (include in Corrective Action Plan)

IV. Transitions

    A. Areas of Positive Results

    B. Areas of Needed Improvement (include in Program Improvement Plan)

    C. Areas of Non-compliance (include in Corrective Action Plan)

V. Disproportionality

    A. Areas of Positive Results

    B. Areas of Needed Improvement (include in Program Improvement Plan)

    C. Areas of Non-compliance (include in Corrective Action Plan)

SAMPLE Executive Summary of Self-Assessment Report

After completing the district self-assessment, please summarize the findings for each of the five program areas. Star (*) those areas of needed improvement that will be program improvement goals for the district.

I. General Supervision

A. Areas of Positive Results
    a. Training of data collection team facilitated a positive interaction with teachers and the team members to review files in a non-threatening manner. Both team members and the teachers being reviewed learned a great deal in the monitoring process and the content of the files.
    b. A process for regular file monitoring was established in order to keep a handle on the condition of district files.
    c. The District Staff Development Team was strengthened and became more aware of in-service needs.
    d. Several teachers are working on enhancing their skills and effectiveness in the classroom by seeking higher degrees and more certification. Many are seeking ESL endorsements, severe endorsements, reading endorsements, and master's degrees.

B. Areas of Needed Improvement (include in Program Improvement Plan)
    a. There is a need for better training of paraprofessionals. The district has developed a Paraprofessional Handbook, which is given to every paraprofessional. The special education teacher in the school provides the majority of the training opportunities. Many times the training is not sufficient for the paraprofessionals to feel adequate with their assignments.
    b. There is a need for training on the new IDEA 2004 requirements district-wide.

C. Areas of Non-Compliance (include in Corrective Action Plan)
    a.   Three teachers on LOA.

II. Parent Involvement

A. Areas of Positive Results
    a. Parents are generally pleased with the special education services being provided for their students. They are informed about IEP meetings well in advance and take an active role as a member of the IEP team. They are receiving regular progress reports from the schools. They are pleased with the level of service being provided by the regular classroom teacher, special education teacher, and related service providers.
    b. The results of the surveys with students, general education teachers, special education teachers, related service providers, and school administrators yielded similar results with

reference to parental involvement. The similarities included: parental involvement is very important on every level of participation; parents should receive frequent progress reports, receive adequate prior notice before meetings, be actively involved in meetings, and be informed of any unusual activity concerning behavior, academics, social issues, etc. Parents took an active role in the UPIPS Steering Committee. They helped with surveys, coordinated with school personnel to meet with sub-committees, helped to score the surveys, compiled data, and voiced concern if they felt they were not being included in the decision-making process.

B. Areas of Needed Improvement (include in Program Improvement Plan)
  a. Some parents feel overwhelmed at IEP meetings with so many professionals sitting around the table and are hesitant to voice their opinion or concerns.
  b. Some parents are not satisfied with the level and extent of service being provided.
  c. More training for parents is needed.

C. Areas of Non-Compliance (include in Corrective Action Plan)
  a. None.

III. Free Appropriate Public Education in the Least Restrictive Environment

A. Areas of Positive Results
  a. IEPs are developed with the team focusing on students with disabilities having access to the general curriculum and the goals being developed relating to the state core curriculum. Appropriate placement and daily schedules for the students are directed toward individual student achievement and progress toward the annual goals on the IEP.
  b. The large majority of students with disabilities are attending their neighborhood school and participating in all school related activities of their choice.

B. Areas of Needed Improvement (include in Program Improvement Plan)
  a. More training is needed to help teachers become proficient with evaluation tools used in assessment.

C. Areas of Non-compliance (include in Corrective Action Plan)
  a. IEP Timelines exceeded in 45% of reviewed files.

IV. Transitions

A. Areas of Positive Results
  a. Age 3-5 programs are being provided through the district preschool programs.
  b. The preschool actively coordinates with the EI and Head Start programs.
  c. Our district has a transition facilitator who attends IEP meetings when requested for transition goal development.
  d. High school special education teachers provide job-sampling activities for students.

B. Areas of Needed Improvement (include in Program Improvement Plan)
  a. Older students need more training in self-determination and self-advocacy.
  b. Students and parents need more training and a better understanding about services and helping agencies for adult-based programs.

C. Areas of Non-compliance (include in Corrective Action Plan)
    a.   None.

V. Disproportionality

   A. Areas of Positive Results
    a. When compared to local population and state average data, students in the USOE School District are classified following both state and district policy, resulting in average numbers of classifications by disability categories and ethnicity.

   B. Areas of Needed Improvement (include in Program Improvement Plan)
    a.   None.

   C. Areas of Non-compliance (include in Corrective Action Plan)
    a.   None.

UTAH SPECIAL EDUCATION PROGRAM IMPROVEMENT PLANNING SYSTEM (UPIPS)

Program Improvement Plan for Areas of Needed Improvement

District: _____

District Contact: _____

Date Submitted: _____

USOE TA: _____

Program Areas:

General Supervision
Parent Involvement
FAPE in the LRE
Transition
Disproportionality

This form is available for download on www.schools.utah.gov

Program Area	Goal(s)	Action Step(s)	Timeline	Evaluation Method
GENERAL SUPERVISION				
PARENT INVOLVMENT				
FAPE IN THE LRE				
TRANSITION				
DISPROPORTIONALITY				

Gallo 5/30/05 b

UTAH SPECIAL EDUCATION PROGRAM IMPROVEMENT PLANNING SYSTEM (UPIPS)

Sample

Program Improvement Plan for Areas of Needed Improvement

District: USOE

Date Submitted: May 26, 2006

Program Areas:
General Supervision
Parent Involvement
FAPE in the LRE
Transition
Disproportionality

District Contact: Glenna Gallo

USOE TA: Karen Kowlaski

This form is available for download
on
www.schools.utah.gov

Program Area	Goal(s)	Action Step(s)	Timeline	Evaluation Method
GENERAL SUPERVISION				
	1. Annual monitoring system that creates data to be used in determining areas of need in the district.	a. Determining staff who will review files. b. Training of those staff on file review program. c. Scheduling of files to be reviewed.	June 30, 2007	Data from file review
	2. Annually update special education procedures handbook.	a. Collect information that will change. b. Create and disseminate a new handbook with revised and new procedures.	August 2006 and ongoing	Updated manual
PARENT INVOLVMENT				
	1. Greater parental understanding of procedural safeguards.	a. Add information into the handbook that prompts teachers to explain procedural safeguards to parents. b. Post information regarding procedural safeguards to district website.	August 2006	Parent and teacher survey results

FAPE IN THE LRE			
1. Increase participation of students with disabilities in district and state assessments to at least 95%.	a. Provide training related to requirements for including students with disabilities in district and state assessments to general education and special education teachers.	August 2006	District-wide assessment participation rates
TRANSITION			
1. Improve school to post-school transition plans by documenting student preferences and interests.	a. Provide training to special education staff on age appropriate transition assessments and documentation of results on transition plan. b. Provide staff with necessary assessment tools.	August 2006	Data from file review.
2. Improve school to post-school transition plans by documenting course of study.	a. Provide training to special education staff on determination of course of study and documentation on transition plan.	August 2006	Data from file review.
DISPROPORTIONALITY			
1. Revise district policies to ensure that students from ethnic and racial minority backgrounds are not over identified as having a disability.	a. Include revised policy in handbook.	August 2006	Monitor school disproportional-ity data yearly.

Gallo 5/30/05 b

Corrective Action Plan for Areas of Non-Compliance

District: _____

Date Submitted: _____

District Contact: _____

USOE TA: _____

Program Areas:
General Supervision
Parent Involvement
FAPE in the LRE
Transition
Disproportionality

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Areas of Non - Compliance	District Findings	Corrective Actions	Desired Results	Timelines for Completion	Documentation of Compliance	USOE TA Approval Dates
PROGRAM AREA: GENERAL SUPERVISION						
PROGRAM AREA: PARENT INVOLVMENT						
PROGRAM AREA: FAPE IN THE LRE						

PROGRAM AREA: TRANSITION							
PROGRAM AREA: DISPROPORTIONALITY							

UTAH SPECIAL EDUCATION PROGRAM IMPROVEMENT PLANNING SYSTEM (UPIPS)

Sample

Corrective Action Plan for Areas of Non-Compliance

District: __USOE__
Date Submitted: __May 30, 2006__

District Contact: Glenna Gallo
USOE TA: Karen Kowalski

Program Areas:

General Supervision
Parent Involvement
FAPE in the LRE
Transition
Disproportionality

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Areas of Non - Compliance	District Findings	Corrective Actions	Desired Results	Timelines for Completion	Documentation of Compliance	USOE TA Approval Dates
PROGRAM AREA: GENERAL SUPERVISION						
None						
PROGRAM AREA: PARENT INVOLVMENT	November 2005 file review data:					
Documentation missing that parents received a copy of evaluation summary report	Initial files= 28% noncompliant Re-evaluation files = 35% noncompliant	1. Forms will be revised to include prompt statement. 2. Staff training 3. Ongoing file monitoring	The percentage of files with this error will be reduced to less than 20%.	1. August 2006 2. August 2006 3. June 2007	1. Corrected forms 2. Agenda, Participant list, copy of training materials 3. Ongoing file monitoring data	
Report of progress on IEP goals not documented	Initial files= 53% noncompliant Re-evaluation files= 67% noncompliant	1. Staff Training 2. Ongoing file monitoring	The percentage of files with this error will be reduced to less than 20%.	1. August 2006 2. June 2007	1. Agenda, Participant list, copy of training materials 2. Ongoing file monitoring data	

PROGRAM AREA: FAPE IN THE LRE	November 2005 file review data:			
Timelines – IEP reviews not held within 1 year.	Initial files= 24% noncompliant Re-evaluation files= 31% noncompliant	1. Staff Training 2. Ongoing file monitoring	The percentage of files with this error will be reduced to less than 20%.	1. August 2006 2. June 2007	1. Agenda, Participant list, copy of training materials 2. Ongoing file monitoring data
PROGRAM AREA: TRANSITION				
None				
PROGRAM AREA: DISPROPORTIONALITY				
None				

Criteria for
Evaluating the Self-Assessment
Process and Report

	Item	Comments
1	How closely was the process outlined in the handbook followed?	____ Off-Site Data ____ Data Collection & Analysis ____ Steering Committee ____ Student Record Review ____ Interviews/Focus Groups ____ Self-Assessment Report ____ Executive Summary ____ Corrective Action Plan ____ Program Improvement Plan
2	How well did the Steering Committee represent stakeholders in special education programs?	____Spec. Ed. Director ____District Spec. Ed. Staff ____ School Administrators ____ General Ed. Teachers ____ Spec. Ed. Teachers ____ Preschool Teachers ____ Parents ____ Students ____ Related Service Providers ____ Other agency personnel
3	How active a role did the Committee, or sub-committees, take in the gathering and analysis of data?	____ A description was included
4	Was all of the required data collected?	____ Off-Site Data ____ Interview Data ____ Student Record Review Data ____ Outcome Data ____ Other Data Sources

5	How completely were the files reviewed on all of the compliance items required? Were at least 10% of the files in the district reviewed?	____ # of Files Reviewed ____ # of Spec. Education Students ____ % of Files Reviewed ____ Type of File Review
6	How representative a sample of special and general education personnel, parents, and students were interviewed or surveyed?	____ # of Spec. Ed. Personnel Interviewed/Surveyed ____ # of General Ed. Personnel Interviewed/Surveyed ____ # of Parents Interviewed/Surveyed ____ # of Students Interviewed/Surveyed
7	How does the Report address findings from: off-site data, charter school profile and OSEP tables, state wide assessment data, interviews, student record reviews?	
8	How thoroughly was the data analyzed? Is the data accurate? Are there trends in the data? What might the data mean?	____ Data Analysis ____ Accurate Data ____ Data Trends ____ Data Meaning
9	How well do the Program Improvement Plan goals address the conclusions or implications of the data analysis?	
10	Are there Corrective Action Plans for any areas of non-compliance from file reviews or analysis of other data?	
11	To what extent does the Self-Assessment Report contain all of the information required?	
12	Was reimbursement invoice and letter submitted?	
13	Were all UPIPS Year 1 requirements met?	

INDICATORS FOR PROGRAM AREAS AND GOALS

DATA AGGREGATION AND ANALYSIS TOOL

The following document aggregates various components of data collected to facilitate analysis in the five program areas and on the ten goals.

It is provided as a tool. It is not required that districts use this method to analyze the data collected during the Self-Assessment Process.
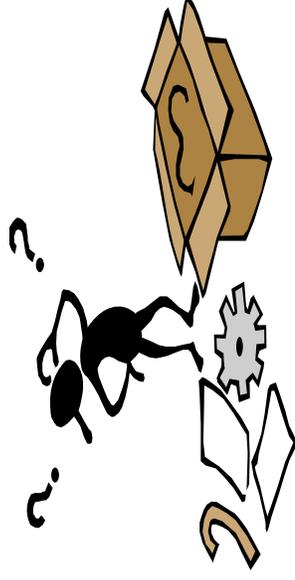
Utah Special Education Program Improvement Planning System (UPIPS)

District Name: _____

District TA: _____

Director of Special Education: _____

Timeline for Completion   June 30, 2006

Table of Contents

8/01/05 R2

GS. Goal 1: Free Appropriate Public Education is available to all students in the district because the school district's monitoring system, other mechanisms for ensuring compliance, and parent and child protections are systematic and utilize data to develop corrective action plans and activities.

	AREA I. General Supervision				

Indicator/ Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	Action Needed PIP Goal? CAP?
1 VI.A.	**FORMS.** Forms have been reviewed for minimum legal compliance with State Rules and approved by USOE.	-Off-site analysis by USOE	Date forms approved by Compliance Officer:		
2 VII.A.	**POLICIES AND PROCEDURES.** LEA has approved P/P, consistent with USOE Special Education Rules, and assurance that all children with disabilities residing in the school district are located, evaluated, identified, and provided FAPE.	-Off-site analysis by USOE	USOE TA approval date:		
3 II.A.	**CHILD FIND ACTIVITIES.** LEA implements and coordinates Child Find, including: a. students suspected of being a SWD even though they are advancing from grade to grade b. highly mobile students with disabilities, including those who are homeless/migrant c. students enrolled in private schools by parents d. students in private residential settings	-Off-site analysis by USOE	All Child Find activities implemented? ☐ Yes ☐ No USOE TA approval date:	[ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	

Indicator/ Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	Action Needed PIP Goal? CAP?
4 VI.Q.	**FEDERAL IDEA AND STATE SPECIAL EDUCATION MONIES.** LEA uses funds in accordance with USOE Special Education Rules.	-Annual Audit Report	Annual financial report has no audit exceptions in special education. ☐ Yes ☐ No	[ ] Meets Requirements [ ] Non-Compliant	
5 II.D. VII.I.	**EVALUATION MATERIALS.** LEA uses appropriate evaluation materials administered by appropriately trained personnel including: a. standardized evaluation instruments b. native language or other modes of communication c. parental input materials d. LEP/ELL assessment e. observation or CBA	-Off-site analysis by USOE	Are appropriate materials available? ☐ Yes ☐ No	Analysis: [ ] Strength [ ]Meets Requirements [ ]Needs Improvement [ ] Non-Compliant	
6 VII.D. VII.E. VII.I. VI.H. Appendix A	**QUALIFIED PERSONNEL.** LEA has appropriately and adequately trained personnel necessary to carry out Part B of IDEA including: a. appropriate administrative staff for coordination and supervision of special education programs b. diagnostic and assessment personnel including designated psychological examiners (if any) c. sufficient numbers of qualified teachers and related service providers to meet identified needs of SWD d. paraeducators used appropriately to assist in the provision of special education services (Job description, properly trained & supervised).	-Administra-tive assignments -Administra-tive interview -Off-site data analysis by USOE -CACTUS -Job description -Interview	Are appropriate and adequately trained personnel available? ☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	

Indicator/ Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	Action Needed PIP Goal? CAP?
7 VII.G.	**CASELOADS.** LEA oversees caseload of each special educator and adheres to maximum limits.	-Administrative interview -Class lists	Are case load limits with maximum allowable limits? ☐ Yes ☐ No	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	
8 IV.W.	**CONFIDENTIALITY.** LEA has safeguards in place to protect the confidentiality of personally identifiable information during its collection, storage, disclosure, and destruction including a record of all parties obtaining access to educational records for a student.	-Policy and Procedures Manual -Authorized Access List -Record of Access	Are safeguards in place? ☐ Yes ☐ No	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	
9 IV.G. IV.J. IV.O.	**COMPLAINT & DUE PROCESS DECISIONS.** Corrective actions specified as the result of formal complaint investigation, mediation, and due process hearing are appropriately implemented by the LEA within the required time limits.	-District data -USOE data		Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	
10 II.B.	**REG ED INTERVENTIONS.** LEA has a system for managing regular education interventions prior to referral for special education evaluation.	-Interview -Forms -Record review -P/P manual	Interview data: Record review data:	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	

Indicator/Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	Action Needed PIP Goal? CAP?
11 II.C.	**REFERRAL PROCESS.** LEA has procedures for making a referral for individual evaluation.	-P/P Manual -Forms -Interview -Record review	Interview data: Record review data:	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	
12 Appendix F II.A.	**LRBI COMMITTEE.** LEA has a local LRBI Committee that monitors the use of Level 3 and 4 interventions by IEP teams.	-List of committee members -Reports from IEP teams -Lower level interventions used -Emergency Contact Forms on file	Documentation provided of LRBI committee functioning. ☐ Yes ☐ No	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	

GS.   Goal 2: All members of the IEP team have access to personnel preparation and support activities that facilitate improved educational results for students with disabilities and the implementation of IDEA 2004.

Indicator/ Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	Action Needed PIP Goal? CAP?
13 VII.C.	**CSPD NEEDS ASSESSMENT.** LEA has system to determine personnel development & training needed to support improved educational outcomes for SWD.	-Surveys -Interview -District/Sp. Ed. Mission	Method for determining PD activities.	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement	
14 VII.C.	**UTILIZATION OF STATE CSPD ACTIVITES.** LEA uses, as appropriate, State CSPD to train staff to meet needs of students with disabilities.	-Training log from UPDC -Training log from local sources -Interviews	Training data	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement	
15 Utah Code	**INDUCTION SUPPORT.** All new special education teachers and related service providers (0-3 years of service) receive induction support through CSPD efforts.	-Surveys -District logs -SIG grants		Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement	
16 VII.C. VI.G.	**IDEA PROCESSES & REQUIREMENTS.** IEP team members understand the procedural safeguards in special education.	-Interview	Interview data: Record review:	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement	

II. Parent Involvement

PI. Goal 1: Parents and eligible youth with disabilities are aware of and have access to their rights and responsibilities within the system of parent and child protections.

Indicator/ Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	Action Needed PIP Goal? CAP?
17 IV.E.	**PROCEDURAL SAFEGUARDS NOTICE.** LEA uses approved notice.	-Off-site analysis by USOE	Date Procedural Safeguards Notice approved by Compliance Officer:	Analysis: [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	
18 IV.E.	**PROCEDURAL SAFEGUARDS.** Procedural Safeguards notices are given to parents yearly as required by IDEA and State Rules, & upon initial referral/parent request for evaluation, upon receipt of state complaint, upon parent request.	-Record review -Interview	Record review data Interview data	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	
19 III.G.	**NOTICE OF MEETING.** Parents are given opportunities to participate in meetings with respect to the evaluation, identification, and provision of FAPE (including transition as appropriate) and educational placement of their student. Notice contains required elements.	-Record review -Interview -Parent focus group -Parent surveys	Record review data Interview data	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	
20 IV.D.	**PRIOR WRITTEN NOTICE.** LEA provides written notice to parents of a SWD a reasonable time before the school proposes or refuses to initiate or change the evaluation, identification, FAPE or placement of the student (including graduation).	-Record review -Interview	Record review data Interview data	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	
Indicator/	**Indicator**	**Data Sources**	**Baseline Data**	**LEA Analysis**	**Action Needed**

Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	PIP Goal?	CAP?
21 II.F.	**COPIES.** Parents are provided copies of the Evaluation Report, Documentation of Determination of Eligibility, and the IEP; and of other documents in which Prior Written Notice is embedded.	-Record review -Interview	Record review data Interview data	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant		
22 IV.F.	**PARENTAL CONSENT.** Written parental consent is obtained prior to: a. conducting an initial evaluation or administering additional tests for reevaluation b. initial placement for provision of sp ed and related services c. placement related to a temporary diagnostic IEP	-Record review -Interview	Record review data Interview data	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant		
23 III.I.7.	**PROGRESS REPORTS TO PARENTS.** The IEP includes a statement of how the student's progress towards annual goals will be measured and when periodic reports on progress will be provided.	-Record review -Interview	Record review data Interview data	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant		
24 IV.V.	**MAJORITY RIGHTS.** Not later than one year before the student's 18th birthday, the IEP must document that the student and parent have been informed of the rights that will transfer to the student upon reaching the age of majority.	-Record review -Interview -Student focus group	Record review data Interview data	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant		
Indicator/ Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	Action Needed PIP Goal?	CAP?

Indicator/Authority	Indicator	Data Sources	Baseline Data	Analysis
25 VI.G.	**PARENT TRAINING.** Families receive training in their rights and responsibilities within IDEA and the IEP process.	-Interview -Training logs -Parent focus group -Parent surveys	Interview data Training data	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement
26 III.F. IV.D.	**UNDERSTANDABLE COMMUNICATION.** Information is provided to families in a variety of languages, formats and locations. Parent understands the proceedings.	-Interview -Samples of forms -Record review	Interview data Examples provided Training data	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement

PI. Goal 2: Programs and services for students with disabilities improve because parents are actively involved in program improvement activities.

Indicator/Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	Action Needed PIP Goal? CAP?
27 **300.650** UPIPS Manual	**PARENT PARTICIPATION.** Parents participate in stakeholder activities (i.e., local self-assessment committees, advisory panels, and steering committees) to improve results for SWD.	Attendance rosters Committee membership		Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement	

III. Free Appropriate Public Education in the Least Restrictive Environment

FL. Goal 1: The needs of students with disabilities are determined based upon state definitions, eligibility criteria and appropriate evaluation procedures.

Data Sources	Baseline Data	LEA Analysis	Action Needed PIP Goal? CAP?
❀See Table Below❀	Trends	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement	

Category	Prevalence		
	State Data December 1, 2003	**Local Data December 1, 2003**	**National Data December 1, 2003**
Autism			
Communication Disordered			
Deaf-Blindness			
Developmental Delay			
Emotionally Disturbance			
Hearing Impairment/Deafness			
Intellectual Disability			
Multiple Disabilities			
Orthopedic Impairment			
Other Health Impairment			
Specific Learning Disabilities			
Traumatic Brain Injury			
Visual Impairment			
Total Students with Disabilities			

Indicator Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	PIP?	Action CAP?
29 II.E.	**EVALUATION TIMELINES.** Timely evaluations & reevaluations are given by qualified staff.	-Record review -Interview	Record review data: Interview data:	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant		
30 II.E	**DETERMINATION OF NEEDED DATA FOR EVALUATION/ REEVALUATION.** Evaluation team, including parents, reviews existing eligibility data.	-Record review	Record review data:	Analysis: [ ] Meets Requirements [ ] Non-Compliant		
31 II.D.	**EVALUATION PROCEDURES.** Variety of tools used, consider language & communication issues, motor issues in selecting assessments. Administered by trained personnel. All areas related to suspected disability assessed and identify all needs.	-Record review -Interview	Record review data: Interview data:	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant		
32 II.F.	**ELIGIBILITY DETERMINATION.** A group of qualified professionals, including parents, determine eligibility for special education services based upon categorical eligibility criteria, the effect of disability on educational performance and the need for special education and related services.	-Record review -Interview	Record review data: Interview data:	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant		

Indicator Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	PIP?	Action CAP?
33 IV.C.	**INDEPENDENT EDUCATIONAL EVALUATION.** LEA has information available as to where an Independent Educational Evaluation may be obtained & criteria for evaluation.	-Off-site data -P/P manual	Information available from LEA. □ Yes □ No	Analysis: [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant		

FL. Goal 2: All students with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living.

Indicator	Date Sources	Baseline Data	LEA Analysis	PIP?	Action CAP?
GRADUATION RATE. LEA high school graduation rate for students with disabilities is comparable to graduation rate for non-disabled students.	❈See Table Below❈		Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement		

Graduation Rates

	State Data 2002–2003	Local Data 2002–2003	National Data 2002–2003
General Education Students			
Special Education Students			

Indicator	Date Sources	Baseline Data	LEA Analysis	PIP?	Action CAP?
DROP OUT RATE. LEA dropout rate for students with disabilities is comparable to dropout rate for non-disabled students.	❈See Table Below❈		Analysis: Performance: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement		

Dropout Rates

	State Data 2002–2003	Local Data 2002–2003	National Data 2002–2003
General Education Students			
Special Education Students			

Indicator Authority	Indicator	Date Sources	Baseline Data	LEA Analysis	PIP?	Action CAP?
36 III.R.	**LRE/PLACEMENT.** Students is placed in neighborhood school & not removed from general education classrooms solely due to needed modifications in general curriculum. Educational placement is reviewed annually.	-Record review -Interview	Record review data: Interview data:	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant		
37	**LRE/PLACEMENT.** The percentage of students with disabilities ages 3-21 served at each point of the continuum of placement options is comparable to state data.	❀See Table Below ❀		Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement		

Placement/LRE of Preschool Students with Disabilities by Disability 3-5

December 1, 2003	Early Childhood A		Early Childhood Special Education B		Itinerant Services C		Part time Early Childhood/ Part time Sp Ed D		Residential Facility E		Separate School F	
Category	State	Local	State	Local	State	Local	State	Local	State	Local	State	Local
Autism												
Communication Disordered												
Deaf-Blindness												
Developmental Delay												
Emotionally Disturbance												
Hearing Impairment/Deafness												
Intellectual Disability												
Multiple Disabilities												
Orthopedic Impairment												
Other Health Impairment												
Specific Learning Disabilities												
Traumatic Brain Injury												
Visual Impairment												
Total Students with Disabilities												

Placement/LRE of School Age Students with Disabilities by Disability ages 6-21

December 1, 2003 Category	0-60 Minutes of Special Education Service A		61-179 Minutes of Special Education Service B		≥180 Minutes of Special Education Service C		Homebound-Hospital D		Separate facility E	
	State	Local	State	Local	State	Local	State	Local	State	Local
Autism										
Communication Disordered										
Deaf-Blindness										
Developmental Delay										
Emotionally Disturbance										
Hearing Impairment/Deafness										
Intellectual Disability										
Multiple Disabilities										
Orthopedic Impairment										
Other Health Impairment										
Specific Learning Disabilities										
Traumatic Brain Injury										
Visual Impairment										
Total Students with Disabilities										

	Indicator	Date Sources	Baseline Data	LEA Analysis	PIP?	Action CAP?
38 VI.J.	**SUSPENSION AND EXPULSION RATES.** Students with disabilities are removed from school at rates no higher than those for students without disabilities.	❀See Table Below❀		Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement		

Suspension and Expulsion Rates

	State Data 2002-2003	Local Data 2002-2003
General Education Students		
Special Education Students		

Indicator# Authority	Indicator	Date Sources	Baseline Data	LEA Analysis	PIP?	Action CAP?
45 III.H. III.R.	**IEP TIMELINES.** The IEP Team develops and revises each student's IEP as necessary. a. IEP developed within 30 days of initial eligibility determination. b. IEP contains projected date for beginning of services. c. IEP reviewed not less than annually. d. Initial services begin ASAP following IEP development.	-Record review -Interview	Record review data: Interview data:	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant		
46 V.	**DISCIPLINE.** The LEA implements appropriate procedures for disciplining students with disabilities and has a system for keeping disciplinary records.	-Record review -Interview	Record review data: Interview data:	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant		
47 III.H. III.M.	**SPECIAL FACTORS.** The IEP Team considers the following factors when reviewing and revising the IEP as appropriate: a. behavioral strategies, including positive interventions for the student whose behavior impedes his/her learning or that of others. b. language needs for English Language Learners. (LEP) c. Braille instruction for the student who is blind or visually impaired. d. communication needs: (1) for all students, and (2) for students who are deaf or hard of hearing incl. language /communication methods/ modes with peers and staff. e. assistive technology devices/services for the	-Record review -Interview	Record review data: Interview data:	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant		

student who without them would not benefit from special education
f. extended school year services

FL. Goal 3: Students with disabilities make continuous progress within the State system for educational accountability (U-PASS).

Indicator Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	Action PIP? CAP?
48 VI.E.	**PARTICIPATION RATE.** Students with disabilities participate in state- and district-wide assessment programs, with appropriate accommodations & modifications as needed, at a rate comparable to state and national data.	❈See Table Below❈		Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement	
49 VI.D.	**PARTICIPATION RATE/ALTERNATE ASSESSMENT.** Students with disabilities participate in alternate assessments at a rate comparable to state and national data.	❈See Table Below❈	❈See Table Below❈	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement	

Participation Rates for the U-PASS Core Assessments						
Assessment	Standard Administration		Administration with Accommodations		Alternate Assessment	
	State	District	State	District	State	District
Language Arts 3						
Language Arts 4						
Language Arts 5						
Language Arts 6						
Language Arts 7						
Language Arts 8						
Language Arts 10						
Mathematics 3						
Mathematics 4						
Mathematics 5						
Mathematics 6						
Mathematics 7						
Pre-Algebra						
Geometry						
Algebra II						
Applied Mathematics I						
Applied Mathematics II						

Indicator Authority	Indicator	Data Sources	Baseline Data	LEA Analysis and Performance Level	Action PIP? CAP?
50 VI.D.	**PERFORMANCE RESULTS.** Students with disabilities improve performance results at a rate that decreases any gap between students with disabilities and their non-disabled peers.	❀See Table Below❀	❀See Table Below❀	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement	

Performance Results, in per cent of total test takers, on U-PASS Core Assessments (CRT and UAA) 2004-2005

	4 (Substantial)			3 (Sufficient)			2 (Partial Mastery)			1 (Minimal Mastery)		
	Gen Ed	Sp Ed	Gap	Gen Ed	Sp Ed	Gap	Gen Ed	Sp Ed	Gap	Gen Ed	Sp Ed	Gap
Language Arts 1												
Language Arts 2												
Language Arts 3												
Language Arts 4												
Language Arts 5												
Language Arts 6												
Language Arts 7												
Language Arts 8												
Language Arts 9												
Language Arts 10												
Language Arts 11												
Mathematics 1												
Mathematics 2												
Mathematics 3												
Mathematics 4												
Mathematics 5												
Mathematics 6												
Mathematics 7												
Pre-Algebra												
Geometry												
Algebra II												
Applied Math I												
Applied Math II												

Performance Results, in per cent of total test takers, on UBSCT 2004-2005

	Sp Ed				Gen Ed			
	Passed		Did Not Pass		Passed		Did Not Pass	
	State	LEA	State	LEA	State	LEA	State	LEA
10th Grade								
11th Grade								
12th Grade								

IV. Transitions

T. Goal 1:   Children exiting Part C receive the services they need by their third birthday, when appropriate.

Indicator# Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	PIP?	Action CAP?
51 III.Z.	**3-3 TRANSITION.** All children exiting Part C who are eligible for Part B services receive special education and related services through IEPs by their third birthday.	-Record review	Record review analysis	Analysis: [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant		
52 III.Z.	**TRANSITION PLANNING.** A school district representative participates in transition planning meetings with Early Intervention provider. EI representative is invited to first IEP meeting upon parent request.	-Record review -Interview	Record review analysis	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant		

T. Goal 2:   All students with disabilities, beginning at age 16, or younger when appropriate, receive individualized, coordinated transition services, designed within an outcome-oriented process that promotes movement from school to post-school activities.

Indicator Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	PIP?	Action CAP?
53 III.I.	**TRANSITION, POST-SECONDARY.** Beginning not later than first IEP to be in effect at age 16, IEPs include appropriate measurable post-secondary goals based on age appropriate transition assessments related to: a. training	-Record review -Interview	Record review analysis: Interview analysis:	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant		

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	b. education c. employment d. independent living skills (where appropriate)			
54 III.I.	**TRANSITION, POST-SECONDARY.** IEP contains transition services needed, including course of study, to reach those goals.	-Record review -Interview	Record review analysis: Interview analysis:	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant
55	**SUMMARY OF PERFORMANCE.** When the student graduates or ages out, the LEA provides the student with a summary of the student's academic achievement and functional performance, including recommendations on how to assist the student in meeting the student's post-secondary goals.	-Record review -Interview	Record review analysis: Interview analysis:	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant

V. Disproportionality

D. Goal 1: Students are identified as eligible under IDEA following school district and state policies and procedures that ensure those from ethnic and racial minority backgrounds are not over identified.

Indicator Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	Action Needed PIP? CAP?
56	**DISPROPORTIONALITY OF ETHNIC GROUPS.** The percentage of students with disabilities identified by race/ethnicity in each disability category is at a rate comparable to the demographic distribution in the LEA.	✤See Table Below✤		Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement	

Prevalence by Ethnicity
Dec. 1, 2003

Category	American Indian or Alaskan Native		Asian or Pacific Islander		Black or African American		Hispanic or Latino		White (Not Hispanic)		Total	
General Education Population												
Total Students with Disabilities												
	District	State	District	State	District	State	District	State	District	State	District	State
Autism												
Communication Disordered												
Deaf-Blindness												
Developmental Delay												
Emotionally Disturbance												
Hearing Impairment/Deafness												
Intellectual Disability												
Multiple Disabilities												
Orthopedic Impairment												
Other Health Impairment												
Specific Learning Disabilities												
Traumatic Brain Injury												
Visual Impairment												

Minimum Contents of Files for On-site UPIPS Review

Items	Notes (if any)
Record of Access	
Student Demographics	Name, school, grade, date of birth, disability category
Documentation of At Risk Interventions (prereferral/regular ed. interventions) and referral form	
Documentation of student's English proficiency, if primary home language is other than English	IPT scores; UALPA scores; other district LEP summary form.
Consent to Evaluate	For initial testing, and if additional areas are to be assessed later.
Review of Existing data by evaluation team	At least every 3 years; more often if requested or appropriate.
Notice of Meetings	For evaluation/re-evaluation, eligibility determination, IEP review, transition, placement, other.
Written Prior Notice (Actions proposed are usually embedded in relevant documents.)	When actions are proposed or refused on evaluation/re-evaluation, eligibility determination, IEP development, (includes transition at 16 and up), placement.
Evaluation Team Summary Report/Eligibility Report (the two most recent)	Some eligibility forms include the evaluation summary. Otherwise, summary should be attached.
Copies to Parents	Document parents received copy of Evaluation Summary Report and Eligibility Report.
Evaluation tools used to determine the relevant disability category.	May be attached to the Eligibility Report if there no evaluation summary is in file.
IEPs (the two most recent)	Include transition planning form, if appropriate.
Copies to Parents	Document parents received copy of IEP.
Behavior Intervention Plan (if appropriate)	
Initial Consent for Placement	Keep in file as long as student is under an IEP.
Procedural Safeguards	Documentation that parent has received a copy when student is referred for evaluation and annually at IEP meeting.

**All documents older than those listed above must be maintained somewhere in the district. Be sure to indicate in the current file where such records are stored.

Utah State Office of Education
Special Education Services

UPIPS
Student Record Review Program

You may download the software that the checklist comes from at

www.monitoring.sdl.usu.edu/UPIPs
(Please note that this address is case-sensitive.)

For help with the software or training, contact
Margaret Lubke, PhD.
(435) 797-4546
mlubke@ksar.usu.edu

Glenna Gallo, Monitoring Specialist
(801) 538-7898
glenna.gallo@schools.utah.gov

	STUDENT RECORD PAPER AND PENCIL CHECKLIST		
	Student Name:		
	Date of Review:		
IR	**Interventions and Referral**		
IR.1	At least two classroom interventions and/or programs implemented before referral.	II.B, II.C. p. 14	Y N NA UD
IR.2	Before referral, proficiency in English or native language was assessed and found adequate.		Y N NA UD
IR.3	Documentation that classroom interventions and/or programs failed, with supporting data attached.	II.B, II.C p. 14	Y N NA UD
	Initial Referral: _____		
	Person making referral: _____		
	Areas of concern: _____		
IEV	**Initial Evaluation**		
IEV.1	Consent for Initial Evaluation included in the student's file.	II.C. p. 14	Y N NA UD
IEV.2	Evaluation completed within 60 days of receiving parental consent.		Y N NA UD
IEV.3	Written Notice of Initial Evaluation.	IV.D. p.68 II.C.4	Y N NA UD
IEV.4	Procedural Safeguards provided to parents/guardians.	IV.D.2.d p.70 IV.E.1. p.70	Y N NA UD
IEV.5	Parents given copy of Evaluation Consent form.		Y N NA UD
IEV.6	Parents given copy of Review of Existing Data form (if applicable).		Y N NA UD
IEV.7	For an initial evaluation (IF APPROPRIATE), the evaluation team that includes the parents, reviews existing evaluation data and determines whether additional data are needed for determining eligibility, present levels of performance/ educational needs and/or whether student needs special education and related services.	II.E. p. 16, 17	Y N NA UD
IEV.7	Student is assessed in all areas related to suspected disability and sufficiently comprehensive to identify needs.	II.D. p. 15 -16	Y N NA UD
	Areas Assessed		
IEV.8	Variety of assessment tools and strategies were used to gather relevant functional/developmental and other information that was used in determining eligibility.	II.D. p. 15; II.F.1.b. p. 18	Y N NA UD
IEV.9	Parental input was used to gather relevant functional/developmental, and other information related to student involvement and progress in general curriculum (preschoolers- appropriate activities) that is used in determining eligibility.	II.D. p. 15	Y N NA UD
REV	**Reevaluation**		
REV.1	Written Notice of Reevaluation.	IV.D. pag 68 II.E.5.a	Y N NA UD
REV.2	Parents given copy of review of existing data form.		Y N NA UD
REV.3	The evaluation team that includes the parents, reviews existing evaluation data and determines whether additional data are needed for determining eligibility, present levels of performance/educational needs and/or whether student needs special education and related services.	II.E. p. 17	Y N NA UD
REV.4	If needed, Consent for Reevaluation included.	II.E. p. 16	Y N NA UD
	Form Date: _____		
REV.5	Student is assessed in all areas related to suspected disability and sufficiently comprehensive to identify needs.	II.D. p. 15 -16	Y N NA UD
	Areas Assessed		
REV.6	Variety of assessment tools and strategies were used to gather relevant functional/developmental, and other information that was used in determining eligibility.	II.D. p. 15; II.F.1.b. p. 18	Y N NA UD
REV.7	Parental input was used to gather relevant functional/developmental, and other information related to student involvement and progress in general curriculum (preschoolers- appropriate activities) that is used in determining eligibility.	II.D. p. 15	Y N NA UD

IEL	**Initial Eligibility Determination Form**	**p. 17**	
IEL.1	Is there a current Eligibility Determination in place?		Y N NA UD
IEL.2	Notice of Meeting for Initial Eligibility Meeting.		Y N NA UD
IEL.3	Written Notice of Initial Eligibility.		Y N NA UD
IEL.4	Evaluation Summary Report attached to Eligibility Determination form.		Y N NA UD
IEL.5	Parents given copy of Evaluation Summary Report.	II.F.1.c	Y N NA UD
IEL.6	Parents given copy of Eligibility Determination documentation.		Y N NA UD
IEL.7	A group of qualified professionals and parents determined eligibility of student after completion of evaluation procedures.	II.F p. 17 II.E.1 p. 16	Y N NA UD
IEL.8	Is lack of instruction in reading or math the primary factor in determining eligibility?		Y N NA UD
IEL.9	Is limited English proficiency the primary factor in determining eligibility?		Y N NA UD
	Complete Eligibility Determination form for disability category Attachment A, then indicate compliance status.		
IEL.10	The student meets the categorical eligibility criteria of one of these categories.		Y N NA UD
	Disability catagory: _____		
REL	**Reevaluation Eligibility**		
REL.1	Is there a current Eligibility Determination in place?		Y N NA UD
	Date of CURRENT Eligibility Determination form: _____	II.E.3.	
	Date of LAST Eligibility Determination form: _____	II.E.3.	
REL.2	Reevaluation Timeline: Conditions warrant: Parent/teacher request; at least once every 3 years.		Y N NA UD
REL.3	Notice of Meeting for Continuing Eligibility Meeting.		Y N NA UD
REL.4	Written Notice of Continuing Eligibility.		Y N NA UD
REL.5	Evaluation Summary Report attached to Eligibility Determination form.	IV.D.2.d	Y N NA UD
REL.6	Parents given copy of Evaluation Summary Report.	II.F.1.c p.18	Y N NA UD
REL.7	Parents given copy of Eligibility Determination documentation.	II.F.1.c p.18	Y N NA UD
REL.8	A group of qualified professionals and parents determined eligibility of student after completion of evaluation procedures.	II.F p. 17 II.E.1 p. 16	Y N NA UD
REL.9	Is lack of instruction in reading or math the primary factor in determining eligibility?		Y N NA UD
REL.10	Is limited English proficiency the primary factor in determining eligibility?		Y N NA UD
	Complete Eligibility Determination form for disability category Attachment A, then indicate compliance status.		
REL.11	The student meets the categorical eligibility criteria of one of these categories.		Y N NA UD
	Disability catagory: _____		
IIEP	**Initial IEP**		
	Date of Initial Eligibility Determination: _____		
	Date of Initial IEP: _____		
IIEP.1	IEP developed within 30 days of eligibility determination.	II.F.2	Y N NA UD
IIEP.2	Notice of Meeting for Initial IEP Meeting.		Y N NA UD
IIEP.3	Written Notice of IEP implementation.	IV.D.1 p.68-69	Y N NA UD
IIEP.4	Procedural Safeguards provided to parents/guardians (meets once a year requirements).	IV.D.2.d p.70 IV.E.1. p.70	Y N NA UD
IIEP.5	Parents given copy of IEP.	III.F.6 p.43	Y N NA UD
IIEP.6	IEP documents the participation of required IEP team members by signature, title and date.	III.E. p.41	Y N NA UD
IIEP.6a	Parent either participated in IEP meeting, participated by alternate means, or was provided adaquate notice of the meeting.		Y N NA UD
IIEP.6b	Student either participated in the IEP meeting or was not transition age (16+).		Y N NA UD
IIEP.6c	Regular Education Teacher either participated in the IEP meeting, was excused by written consent of Parent and LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.		Y N NA UD
IIEP.6d	Special Education Teacher either participated in the IEP meeting, was excused by written consent of Parent and LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.		Y N NA UD

IIEP.6e	A qualified LEA either participated in the IEP meeting, was excused by written consent of Parent and LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.		Y N NA UD
IIEP.6f	An individual who can interpret instructional implications of the evaluation process either participated in the IEP meeting, was excused by written consent of Parent and LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.		Y N NA UD
IIEP.6g	Other: _____ either participated in the IEP meeting, was excused by written consent of Parent and LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.		Y N NA UD
IIEP.7	IEP Team documents present levels of academic achievement and functional performance including baseline or current data.		Y N NA UD
IIEP.8	The present levels of academic achievement and functional performance describe how disability affects involvement/progress in general curriculum or appropriate activities.		Y N NA UD
IIEP.9	For students particpating in the UAA, a description of benchmarks or short term objectives is included.		Y N NA UD
IIEP.10	IEP contains statement of measurable academic and functional goals.		Y N NA UD
IIEP.11	IEP goals address areas of need (areas identified in PLAAFP)		Y N NA UD
IIEP.12	IEP contains statement of how progress toward annual goals will be measured	III.Ip.47	Y N NA UD
IIEP.13	IEP contains statement of when periodic reports on progress will be provided to parents.	III.Ip.47	Y N NA UD
IIEP.14	IEP contains special education services.	III.Ip.46	Y N NA UD
IIEP.15	IEP contains related services.	III.Ip.46	Y N NA UD
	Related Services		
IIEP.16	IEP contains supplementary aids and services to be provided to student or on behalf of student.	III.Ip.46	Y N NA UD
IIEP.17	IEP contains a statement of program modifications or supports for school personnel that will be provided for the student: (1) to advance towards annual goals and (2) to be involved and progress in general curriculum and participate in extracurricular and other nonacademic activities.	III.Ip.46	Y N NA UD
IIEP.18	IEP contains an explanation of extent to which student will NOT participate with non-disabled students in the regular class and other activities.	III.Ip.47	Y N NA UD
IIEP.19	IEP contains statement of how SWD will participate in state or district-wide assessments with or without accommodations and/or modifications or reasoning behind participation in the Alternate Assessment.	III.Ip.47	Y N NA UD
IEP.20	IEP contains projected date for beginning of services.	III.Ip.47	Y N NA UD
IIEP.21.a	IEP team considers and revises IEP as appropriate to address: Positive Behavioral Interventions and supports and other strategies to address the behavior of a student whose behavior impedes learning.	III.Ip.44	Y N NA UD
IIEP.21.b	IEP team considers and revies IEP as appropriate to address: Language needs for English Language Learners (LEP students).	III.Ip.44	Y N NA UD
IIEP.21.c.	IEP team considers and revises IEP as appropriate to address: Braille instruction for the student who is blind or visually impaired.	III.Ip.44	Y N NA UD
IIEP.21.d	IEP team considers and revises IEP as appropriate to address: Communication needs: (1) for all students, and (2) students who are deaf or hard of hearing including language/communications methods/modes with peers and staff.	III.Ip.44	Y N NA UD
IIEP.21.e	IEP team considers and revises IEP as appropriate to address: Assistive technology devices/services (external only) for the s tudent who without them would not benefit from special education.	III.Ip.44	Y N NA UD
IIEP.22.a	IEP team considers and revises IEP as appropriate to address: Extended School Year Services.	III.Ip.44	Y N NA UD
IIEP.22.b	If ESY selected, goals, services, and amount of time included.		Y N NA UD
CIEP	**Reevaluation IEP**		
CIEP.1	IEP included in student file.	p.17	Y N NA UD
	Date of Current IEP: _____		
	Date of Last IEP: _____		
CIEP.2	IEP reviewed or revised periodically, not less than annually.	p.15	Y N NA UD
CIEP.3	Notice of Meeting of Reevaluation IEP Meeting.		Y N NA UD
CIEP.4	Written Notice of IEP implementation.	IV.D.p.68-69	Y N NA UD

CIEP.5	Procedural Safeguards provided to parents/guardians (meets once a year requirements).	IV.D..2.d p.70 IV.E.1. p.70	Y N NA UD
CIEP.6	Parents given copy of IEP.	III.F.6. p.43	Y N NA UD
CIEP.7	IEP documents the participation of required IEP team members by signature, title and date.	III.E. p.41	Y N NA UD
CIEP.7a	Parent either participated in IEP meeting, participated by alternate means, or was provided adaquate notice of the meeting.		Y N NA UD
CIEP.7b	Student either participated in the IEP meeting or was not transition age (16+).		Y N NA UD
CIEP.7c	Regular Education Teacher either participated in the IEP meeting, was excused by written consent of Parent and LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.		Y N NA UD
CIEP.7d	Special Education Teacher either participated in the IEP meeting, was excused by written consent of Parent and LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.		Y N NA UD
CIEP.7e	A qualified LEA either participated in the IEP meeting, was excused by written consent of Parent and LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.		Y N NA UD
CIEP.7f	An individual who can interpret instructional implications of the evaluation process either participated in the IEP meeting, was excused by written consent of Parent and LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.		Y N NA UD
CIEP.7g	Other: _____ either participated in the IEP meeting, was excused by written consent of Parent and LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.		Y N NA UD
CIEP.8	IEP team documents present levels of academic achievement and functional performance (including baseline or current data.)		Y N NA UD
CIEP.9	For students participating in the UAA, a description of benchmarks or short term objectives is included.		Y N NA UD
CIEP.10	The present levels of academic achievement describe how disability affects involvement/progress in general curriculum or appropriate activities.		Y N NA UD
CIEP.11	IEP contains statement of measurable academic and functional goals.		Y N NA UD
CIEP.12	IEP goals address areas of need (areas identified in PLAAFP).		Y N NA UD
CIEP.13	IEP contains statement of how progress toward annual goals will be measured.	III.I p. 47	Y N NA UD
CIEP.14	IEP contains statement of when periodic reports on progress will be provided to parents.	III.I p. 47	Y N NA UD
CIEP.15	IEP contains special education services.	III.I p. 46	Y N NA UD
CIEP.16	IEP contains related services.		Y N NA UD
	Related Services		
CIEP.17	IEP contains supplementary aids and services to be provided to student or on behalf of student.		Y N NA UD
CIEP.18	IEP contains a statement of program modification or supports for school personnel that will be provided for the student: (1) to advance towards annual goals, and (2) to be involved and progress in general curriculum and participate in extracurricular and other nonacademic activities.	III.I p. 46	Y N NA UD
CIEP.19	IEP contains an explanation of extent to which student will NOT participate with non-disabled students in the regular class and other activities.	III.I p. 47	Y N NA UD
CIEP.20	IEP contains statement of how SWD will participate in state or district-wide assessment with or without accommodations and/or modifications or reasoning behind participation in the Alternate Assessment.	III.I p. 47	Y N NA UD
CIEP.21	IEP contains projected date for beginning of services.	III.I p. 47	Y N NA UD
CIEP.22.a	IEP team considers and revises IEP as appropriate to address: Positive Behavioral Interventions and supports and other strategies to address the behavior of a student whose behavior impedes learning.	III.H p.44	Y N NA UD
CIEP.22.b	IEP team considers and revies IEP as appropriate to address: Language needs for English Language Learners (LEP students).	III.H p.44	Y N NA UD
CIEP.22.c	IEP team considers and revises IEP as appropriate to address: Braille instruction for the student who is blind or visually impaired.	III.H p.44	Y N NA UD
CIEP.22.d	IEP team considers and revises IEP as appropriate to address: Communication needs: (1) for all students, and (2) students who are deaf or hard of hearing including language/communications methods/modes with peers and staff.	III.H p.44	Y N NA UD

CIEP.22.e	IEP team considers and revises IEP as appropriate to address: Assistive technology devices/services (external only) for the s tudent who without them would not benefit from special education.	III.H p.44	Y N NA UD
CIEP.23.a	IEP team considers and revises IEP as appropriate to address: Extended School Year Services.	III.H p.44	Y N NA UD
CIEP.23.b	If ESY selected, goals, services, and amount of time included.		Y N NA UD
ILRE	**Initial LRE/Placement**		
	Date of Initial IEP: _____		
	Date of Initial Placement: _____		
ILRE.1	Initial Placement (services) began as soon as possible following IEP meeting.	P.52	Y N NA UD
ILRE.2	Notice of Meeting for Initial LRE/Placement Meeting.		Y N NA UD
ILRE.3	Written Notice of Initial LRE/Placement Implementation.		Y N NA UD
ILRE.4	Consent for Intial Placement included in the student's file.		Y N NA UD
ILRE.5	Placement decision is made by a group of persons including student's parents and other persons knowledgeable about the student, meaning of evaluation data and placement options.	III.R.3 p.52	Y N NA UD
ILRE.6	**Placement option selected:**	III.R.3 p.53	
	Regular Class		
	Regular Class with resource services		
	Self-contained with resource services		
	Special class		
	Special school		
	Home instruction		
	Hospital/Institutional		
	Placement not addressed		
	Reason for option selected:		
	Curricular content not appropriate		
	Degree of instructional modification needed		
	Degree of behavioral interventions needed		
	Other: _____		
ILRE.7	If student's placement was changed, Written Notice was provided.		Y N NA UD
CLRE	**Reevaluation LRE/Placement**		
	Date of Initial Placement: _____		
	Current Placement Review Date: _____		
	Last Placement Review Date: _____		
CLRE.1	Placement reviewed at least annually, based on IEP (asap following current IEP meeting).		Y N NA UD
CLRE.2	Notice of Meeting Continuing LRE/Placement Meeting.	p.52	Y N NA UD
CLRE.3	Written Notice of Implementation of maintaining or changing placement.		Y N NA UD
CLRE.4	Placement decision is made by a group of persons including student's parents and other persons knowledgeable about the student, meaning of evaluation data and placement options.		Y N NA UD
CLRE.5	**Placement option selected:**		
	Regular Class		
	Regular Class with resource services		
	Self-contained with resource services		
	Special class		
	Special school		
	Home instruction		
	Hospital/Institutional		
	Placement not addressed		
	Reason for option selected:		
	Curricular content not appropriate		
	Degree of instructional modification needed		
	Degree of behavioral interventions needed		
	Other: _____		
CLRE.6	If student's placement was changed, Written Notice was provided.		Y N NA UD

E.A.	**TRANSITION: PART C TO PART B PROGRAM**	USOE Rule II.G.(c) (7) p.35	
E.A.1	Transition planning meeting arranged by lead agency for Part C Program. (Information item, does not count as compliance.)	USOE Rule III.Z.I p.64	Y N NA UD
E.A.2	Transition planning implemented not less than ninety (90) days prior to eligibility for preschool Part B program. (Information item, does not count as compliance.)	USOE Rule III.Z.I p.64	Y N NA UD
E.A.3	LEA representative participated in transition planning meeting.	USOE Rule III.Z.I p.64	Y N NA UD
E.A.4	Parent informed of Part B rights and responsibilities at transition planning meeting.		Y N NA UD
E.B.	**SERVICES AT AGE THREE**		
E.B.1	If an eligible student's third birthday occurs during the summer, the IEP team determines when services begin. (Services may begin at the beginning of the school year, if appropriate.)	USOE Rule III.Z.I p.64	Y N NA UD
E.B.2	IEP team considered IFSP (could be included in PLAAFP or goal).		Y N NA UD
E.B.3	Part C invited to initial IEP.		Y N NA UD
School to Post-School Transition			
T.A.	**TRANSITION IEP PROCEDURES**		
	Beginning not later than the first IEP to be in effect when the student is 16:		
T.A.1	LEA documents that the student's long-range post school outcomes, based on student's preferences and interests		Y N NA UD
T.A.2	Evidence of age-appropriate transition assessments conducted.		Y N NA UD
T.A.3	PLAAFP statements address transition strengths and needs.		Y N NA UD
T.A.4	Based on transition assessment results, IEP contains measurable goals/activities to assist student in achieving long-range post-secondary outcomes.		Y N NA UD
T.A.5	Areas addressed:		
T.A.6	Training		Y N NA UD
T.A.7	Post-Secondary Education		Y N NA UD
T.A.8	Employment		Y N NA UD
T.A.9	Independent Living Skills (where appropriate)		Y N NA UD
T.A.10	Transition plan contains a course of study needed to assist student in reaching long-range post-secondary outcomes.		Y N NA UD
T.A.11	If an invited representative from another agency did not attend, LEA takes steps to obtain their participation in the planning of any needed transition services.		Y N NA UD
T.B.1	Beginning not later than 1 year before 18th birthday, student and parents were informed that rights under Part B will transfer to him/her when he/she reaches 18.		Y N NA UD
T.B.2	At least 45 days before graduation (change of placement), student and parents were provided with Written Notice indicating that the student will graduate from high school with a regular diploma and graduation with a diploma terminates eligibility for special education and related services.		Y N NA UD
T.B.3	LEA provided the student with a summary of the student's academic achievement and functional performance, which included recommendations on how to assist the student in meeting the student's post-secondary goals.		Y N NA UD
TC	**AGENCY RESPONSIBILITIES FOR TRANSITION SERVICES**		
T.C.1	Was a representative from another agency invited to the IEP meeting?		Y N NA UD
T.C.2	If an invited representative from any other agency did not attend, LEA takes steps to obtain their participation in planning of any needed transition services.		Y N NA UD
T.C.3	A participating agency from outside the LEA failed to provide agreed upon transition sevices contained in the IEP. (Information item, does not count as compliance.)	USOE Rule III.E.9.Page 41	Y N NA UD
T.C.3a	If T.C. 3 is "yes", LEA initiates a meeting to identify alternative strategies to meet the transition objectives and, if necessary, revises the student's IEP.	USOE Rule III.J.2.b. Page 48	Y N NA UD
Attachment A			
A	**Classification for Autism(AU)**		
AU.A.	**ELIGIBILITY CRITERIA**		

AU.A1	Autism is student's primary disability, although student may exhibit other characteristics such as an emotional disturbance or intellectual disability.		Y N NA UD
AU.A2	Student exhibits significant impairments in social interaction, communication, and/or repetitive and stereotyped patterns of behavior.		Y N NA UD
AU.A3	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?		Y N NA UD
AU.A4	Is a lack of instruction in reading or math the primary factor in determining eligibility?	USOE Rule II.F.(a)p.18	Y N NA UD
AU.A5	Student's disability adversely affects student's education performance.		Y N NA UD
AU.A6	Student requires special education/related services.		Y N NA UD
AU.B.	**EVALUATION**		Y N NA UD
AU.B1	Multiple measures including an autism checklist/rating scale must be used to assess intellectual, academic communicating, social and adaptive functioning.		Y N NA UD
AUB2	Student's prior medical and developmental history from a qualified health professional must be on record regarding specific syndromes, health concerns, medication, and any information required for planning student's education program.		Y N NA UD
A	**Classification Form for Communication Disorder (CD)**		
CD.A	**ELIIGIBILITY CRITERIA**		
CD.A1	Communication disorder is student's primary disability; however, students who qualify in another disability category may also qualify for communication disorder services.		Y N NA UD
CD.A2	For students whose primary home language is other than English, the communication disorder must exist in the student's primary language and not be the result of learning English as a second language.		Y N NA UD
CD.A3	If primary home language is other than English, student's proficiency in English or other language was assessed.		Y N NA UD
CD.A4	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?		Y N NA UD
CD.A5	Is a lack of instruction in reading or math the primary factor in determining eligibility?	USOE Rule II.F.(a)p.18	Y N NA UD
CD.A6	Student's disability adversely affects student's educational performance.		Y N NA UD
CD.A7	Student requires special education/related services.		Y N NA UD
CD.B	**EVALUATION**		
CD.B1	Multiple measures are used for classifying a student as communication disordered.		Y N NA UD
CD.B2	Documentation is provided that indicates that the student has a disorder in listening, reasoning, and/or speaking to such a degree that special education is needed.		Y N NA UD
A	**Classification Form for Deafblindness (DB)**		
DB.A	**ELIGIBILITY CRITERIA**		
DB.A1	Deafblindness is a primary disabling condition, but student may have other disabilities in addition to vision and hearing loss.		Y N NA UD
DB.A2	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?		Y N NA UD
DB.A3	Is a lack of instruction in reading or math the primary factor in determining eligibility?		Y N NA UD
DB.A4	Student's disability adversely affects student's education performance.		Y N NA UD
DB.A5	Student requires special education/related services.		Y N NA UD
DB.B	**EVALUATION**		
DB.B1	Multiple measures are used to assess vision and hearing.		Y N NA UD
DB.B2	Evaluation includes and takes into consideration impact of the combined vision and hearing losses.		Y N NA UD
DB.B3	Audiological Evaluation includes both clinical and functional assessment.		Y N NA UD
DB.B4	Vision Evaluation includes both ophthalmological and functional assessment.		Y N NA UD
A	**Classification Form for Develomental Delay (DD)**		
DD.A	**ELIGIBILITY CRITERIA**		
DD.A1	Student's primary disability is not one of the other disabilities.		Y N NA UD

DD.A2	When adequate evaluation data is available, student is classified in one of the other disability categories.		Y N NA UD
DD.A3	Percentile or Standard Devistion Scores:		
	Cognitive_____		
	Physical Motor_____		
	Language/Speech_____		
	Social/Emotional_____		
	Self-help/Adaptive Behavior_____		
DD.A4	Student has a significant delay, defined as 1.5 standard deviations below the mean, or at or below the 7th percentile in three areas of development; 2.0 standard deviations below the mean, or at or below the 2nd percentile in two areas of development; 2.5 standard deviations below the mean, or at or below the 1st percentile in one area of development.		Y N NA UD
DD.A5	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?		Y N NA UD
DD.A6	Is a lack of instruction in reading or math the primary factor in determining eligibility?		Y N NA UD
DD.A7	Student's disability adversely affects student's education performance.		Y N NA UD
DD.A8	Student requires special education/related services.		Y N NA UD
DD.B	**EVALUATION**		
DD.B1	Multiple measures are used to assess areas of suspected delay.		Y N NA UD
DD.B2	Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory limits.		Y N NA UD
A	**Classification For for Emotional Disturbance (ED)**		
ED.A	**Eligibility Criteria**		
ED.A1	Emotional disturbance is primary disability.		Y N NA UD
ED.A2	Is the student behaving as an emotionally disturbed student because of:		
ED.A2a	an inappropriate classroom discipline system,		Y N NA UD
ED.A2b	breakdown of classroom discipline,		Y N NA UD
ED.A2c	inappropriate academic instruction or materials,		Y N NA UD
ED.A2d	vision or hearing impairments, or		Y N NA UD
ED.A2e	other medical conditions.		Y N NA UD
ED.A3	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?		Y N NA UD
ED.A4	Is a lack of instruction in reading or math the primary factor in determining eligibility?		Y N NA UD
ED.A5	Student's disability adversely affects student's educational performance.		Y N NA UD
ED.A6	Student requires special education/related services.		Y N NA UD
ED.B	**EVALUATION**		
ED.B1	Multiple measures (formal and informal) must be used to assess behavioral, social and academic areas.		Y N NA UD
ED.B2	Documentation that demonstrates that the behavior has been exhibited over a long period of time and to a marked degree that adversely affects the student's educational performance.		Y N NA UD
ED.B3	Educational observations of the student which include at least three (3) fifteen-minute observations on referring behavior pinpoints. A student who is not disabled and who is not being referred must be selected and observed in the same setting on the same behavior pinpoints as the referred student for comparison. An assigned member of the evaluation team other than the student's regular classroom teacher will make the educational observations. (These observations are required only for initial evaluation for classification, not for reevaluation, but may be determined needed by the IEP team.)		Y N NA UD
ED.B4	Complete documentation in the student's records in each of the following areas:		
ED.B4a	Academic performance as evidenced by achievement tests, classroom academic screenings and tests, report cards, cumulative records, etc.		Y N NA UD
ED.B4b	Social/adaptive behavior checklists or rating scales, which provide information regarding the student's past and present patterns of interaction with peers, family, teachers, adults, etc.		Y N NA UD
ED.B4c	Behaviors for which the student is referred.		Y N NA UD
A	**Classification form for Hearing Impairment/Deafness (HI/D)**		

HI.A	**ELIBILILITY CRITERIA**		
HI.A1	Hearing impairment is primary disability.		Y N NA UD
HI.A2	Before classifying a student as deaf or having a hearing impairment, the team must take into account whether central nervous system impairment or other impairments may be the cause of the hearing loss.		Y N NA UD
HI.A3	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?		Y N NA UD
HI.A4	Is a lack of instruction in reading or math the primary factor in determining eligibility?		Y N NA UD
HI.A5	Student's disability adversely affects student's education performance.		Y N NA UD
HI.A6	Student requires special education/related services.		Y N NA UD
HI.B	**EVALUATION**		
HI.B1	Multiple measures are used for a student suspected of having a hearing impairment.		Y N NA UD
HI.B2	Areas of evaluation included:		
HI.B2a	Audiological evaluation,		Y N NA UD
HI.B2b	language growth and development (signed, spoken or written),		Y N NA UD
HI.B2c	speech/language evaluation,		Y N NA UD
HI.B2d	academic achievement.		Y N NA UD
A	**Classification Form for Intellectual Disability (ID)**		
ID.A	**ELIGIBILITY CRITERIA**		
ID.A1	Intellectual disability is primary disability.		Y N NA UD
ID.A2	Intellectual, academic, and adaptive assessment results expected to demonstrate consistently low profiles across measures.		Y N NA UD
ID.A3	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?		Y N NA UD
ID.A4	Is a lack of instruction in reading or math the primary factor in determining eligibility?		Y N NA UD
ID.A5	Student's disability adversely affects student's education performance.		Y N NA UD
IE.A6	Student requires special education/related services.		Y N NA UD
ID.B	**EVALUATION**		
ID.B.1	Multiple measures (formal and informal) must be used for a student suspected of having an intellectual disability.		Y N NA UD
ID.B.2	The student's language and motor skills must be considered in the selection of evaluation instruments.		Y N NA UD
ID.B.3	Intellectual evaluation:		
	Name of IQ Test: _____		Y N NA UD
	VIQ Score: _____		Y N NA UD
	PIQ: _____		Y N NA UD
	FIQ: _____		Y N NA UD
ID.B.3a	An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally two standard deviations) on the full-scale score.		Y N NA UD
ID.B.3b	If verbal or performance scores are signifcantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.		Y N NA UD
ID.B4	Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc.		Y N NA UD
ID.B5	Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parents and school staff.		Y N NA UD
A	**Classification Form for Multiple Disabilities (MD)**		
MD.A	**ELIGIBILITY CRITERIA**		
MD.A1	The student has concomitant impairments the combination of which causes such severe educational needs that they can not be accomodated in special education program solely for one of the impairments.		Y N NA UD
	Disability Area 1: _____		
	Disability Area 2: _____		

MD.A2	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?		Y N NA UD
MD.A3	Is a lack of instruction in reading or math the primary factor in determining eligibility?		Y N NA UD
MD.A4	Student's disability adversely affects student's education performance		Y N NA UD
MD.S5	Student requires special education/related services		Y N NA UD
MD.B	**EVALUATION**		
MD.B1	Multiple measures (formal and informal) must be used.		Y N NA UD
MD.B2	Cognitive ability is assessed.		Y N NA UD
MD.B3	The use of assisted and augmentative communication and motor systems must be considered during the evaluation and documented.		Y N NA UD
MD.B4	The student's prior medical history, from a qualified health professional, must be on record regarding specific syndromes, special health problems, (e.g., tracheotomy), medication, and long-term medical prognosis for the individual.		Y N NA UD
A	**Classification Form for Other Health Impairment (OHI)**	USOE Rule 11.G	
OHI.A	**ELIGIBILITY CRITERIA**	p. 32-33	
OHI.A1	Other health impairment is primary disability.		Y N NA UD
OHI.A2	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?		Y N NA UD
OHI.A3	Is a lack of instruction in reading or math the primary factor in determining eligibility?		Y N NA UD
OHI.A4	Student's disability adversely affects student's education performance.		Y N NA UD
OHI.A5	Student requires special education/related services.		Y N NA UD
OHI.B	**EVALUATION**		
OHIB1	Multiple measures(formal and informal) must be used to assess all areas of suspected deficits (e.g., educational, adaptive, behavioral, physical).		Y N NA UD
OHI.B2	The student's prior medical history, from a qualified health or mental health professional, must be on record regarding specific syndromes, health concerns, medication, and any information deemed necessary for planning the student's educational program.		Y N NA UD
A	**Classification Form for Orthopedic Impairment (OI)**		
OI.A	**ELIGIBILITY CRITERIA**		
OI.A1	Orthopedic impairment is primary disability.		Y N NA UD
OI.A2	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?		Y N NA UD
OI.A3	Is a lack of instruction in reading or math the primary factor in determining eligibility?		Y N NA UD
OI.A4	Student's disability adversely affects student's education performance.		Y N NA UD
OI.A5	Student requires special education/related services.		Y N NA UD
OI.B	**EVALUATION**		
OIB1	Multiple measures(formal and informal) must be used to assess all areas of suspected deficits (e.g., educational, adaptive, behavioral, physical).		Y N NA UD
OI.B2	The student's prior medical history, from a qualified health or mental health professional, must be on record regarding specific syndromes, health concerns, medication, and any information deemed necessary for planning the student's educational program.		Y N NA UD
SLD	**Specific Learning Disability**		
SLD.A	**ELIGIBILITY CRITERIA**		
SLD.A1	Learning disability is primary disability.		Y N NA UD
SLD.A2.a	A team of qualified professionals including the student's parent(s) determines eligibility and includes: The student's parents.	USOE Rule II.G.(b)(4) p. 34	Y N NA UD
SLD.A2.b	A team of qualified professionals including the student's parent(s) determines eligibility and includes: The student's regular teacher, or if the student does not have a regular teacher, a regular classroom teacher qualified to teach a student of his or her age. (See manual for Preschool)	USOE Rule II.G.(b)(1) p. 34	Y N NA UD

SLD.A2.c	A team of qualified professionals including the student's parent(s) determines eligibility and includes: At least one person qualified to conduct individual diagnostic examinations of students, such as a school psychologist, resource teacher, speech-language pathologist, or reading specialist.		Y N NA UD
SLD.A3	The student must score above the intellectual disabilities range on a test of intellectual ability using a reliable, valid, individually administered and standardized instrument.		Y N NA UD
	Name of IQ Test _____	USOE Rule II.G.(b)(5) II. G. (c)(1) p. 34	
	VIQ score _____		
	PIQ score _____		
	FIQ score _____		
	Other IQ score _____		
SLD.A4	Does this district/charter school use a discrepancy or response to intervention approach to SLD eligibility? Discrepency _____ , complete SLD.A 5 Response to Intervention _____, complete SLD.A6		
SLD.A5	A severe discrepancy must exist between achievement and intellectual ability in one or more of the catagories listed under evaluation (Estimator disk = 93% confidence level or above) (WJ III Compuscore minimum -1.5 discrepancy)		Y N NA UD
	Confidence level:		
SLD.A6	Is there a report of data on student's response to intervention included as part of the evaluation summary report?		Y N NA UD
SLD.A7	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?		Y N NA UD
SLD.A8	Is a lack of instruction in reading or math the primary factor in determining eligibility?	USOE Rule II.F.(a)p.18	Y N NA UD
SLD.A9	Is limited English proficiency the primary factor in determining eligibility?	USOE Rule II.F.(a)p.18	Y N NA UD
SLD.A10	Student's disability adversely affects student's educational performance.	USOE Rule II.G.(b)(8) p. 34	Y N NA UD
SLD.A11	Student requires special education/related services.	USOE Rule II.G.(b)(2) p. 34	Y N NA UD
SLD.B	**EVALUATION**		
SLD.B1	Multiple measures (formal and informal) must be used.	USOE Rule II.G.(b)(3) p. 34	Y N NA UD
SLD.B2	Achievement must be measured in one or more of the seven learning areas identified in Part B of the IDEA. These include: (a) oral expression, (b) listening comprehension, (c) written expression, (d) basic reading skills, (e) reading comprehension, (f) mathematics calculation, and (g) mathematical reasoning.	USOE Rule II.G.(c) p. 35	Y N NA UD
SLD.B3	An observation of the student's academic performance in the regular classroom setting must be conducted by at least one team member other than the student's regular teacher. In the case of a student not in school, or less than school age, a team member must observe the student in an appropriate environment for a student of that age.	USOE Rule II.G.(c)(2) p. 35	Y N NA UD
SLD.B4	Each identified deficit must be confirmed by at least two measures of achievement (e.g., a standardized instrument and a classroom observation in the area(s) of suspected disability.) One measure must be an individually administered standardized instrument that specifically assess the achievement area.	USOE Rule II.G.(c)(3) p. 35	Y N NA UD
SLD.B5.a	The team must prepare a written report of the results of the evaluation that includes: Documentation that the student is eligible as a student with a specific learning disability.	USOE Rule II.G.(c)(4) p. 35	Y N NA UD
SLD.B5.b	The team must prepare a written report of the results of the evaluation that includes: The basis for making the determination.	USOE Rule II.G.(c)(7) p. 35	Y N NA UD

SLD.B5.c	The team must prepare a written report of the results of the evaluation that includes: The relevant behavior noted during the observation of the student and the relationship of that behavior to the student's academic functioning.	USOE Rule II.G.(c)(7) p. 35	Y N NA UD
SLD.B5.d	The team must prepare a written report of the results of the evaluation that includes: A description of the instructional environment in which the observation took place.	USOE Rule II.G.(c)(7) p. 35	Y N NA UD
SLD.B5.e	The team must prepare a written report of the results of the evaluation that includes: The educationally relevant medical findings, if any.	USOE Rule II.G.(c)(7) p. 35	Y N NA UD
SLD.B5.h	The team must prepare a written report of the results of the evaluation that includes: The written signature of each team member certifying whether the team report reflects his or her conclusion. If it does not reflect his or her conclusion, the team member must submit a separate statement presenting his or her conclusions.	USOE Rule II.G.(c)(7) p. 35	Y N NA UD
A	**Classification form for Traumatic Brain Injury (TBI)**		
TBI.A	**ELIGIBILITY CRITERIA**		
TBI.A1	Prior documentation by a physician of an <u>acquired</u> brain injury included in student file.		Y N NA UD
TBI.A2	Traumatic brain injury is student's primary disability.		Y N NA UD
TBI.A3	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?		Y N NA UD
TBI.A4	Is a lack of instruction in reading or math the primary factor in determining eligibility?	USOE Rule II.F.(a)p.18	Y N NA UD
TBI.A5	Student's disability adversely affects student's education performance.		Y N NA UD
TBI.A6	Student requires special education/related services		Y N NA UD
TBI.B	**EVALUATION**		
TBI.B1	Multiple measures (formal and informal) must be used to assess all areas of suspected deficits. Informal assessment and diagnostic teaching must be part of the full evaluation. Data that are gathered must include information on the student's developmental history and/or pre-injury learning.		Y N NA UD
TBI.B2	The student's prior medical history, from a qualified health professional, must be on record regarding specific syndromes, health concerns, medication, and any information deemed necessary for planning the student's education program.		Y N NA UD
TBI.B3	Although other evaluations could be considered, the following areas must be considered for evaluation:		
TBI.B3a	Augmentative communication assistive service needs,		Y N NA UD
TBI.B3b	rehabilative team evaluations,		Y N NA UD
TBI.B3c	self-help/adaptive behavior,		Y N NA UD
TBI.B3d	academic,		Y N NA UD
TBI.B3e	speech/language,		Y N NA UD
TBI.B3f	social skills and classroom behavior,		Y N NA UD
TBI.B3g	intellectual/congnitive,		Y N NA UD
TBI.B3h	vocational (secondary students),		Y N NA UD
TBI.B3i	gross/fine motor skills.		Y N NA UD
A	**Classification Form for Visual Impairment (VI)**		
VI.A	**ELIGIBILITY CRITERIA**		
VI.A1	Visual impairment is student's primary disability.		Y N NA UD
VI.A2	When classifying a student as visually impaired, the IEP team must consider whether other impairments interfere with the comprehension of visual and/or auditory stimuli.		Y N NA UD
VI.A3	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?		Y N NA UD
Vi.A4	Is a lack of instruction in reading or math the primary factor in determining eligibility?	USOE Rule II.F.(a)p.18	Y N NA UD
VI.A5	Student's disability adversely affects student's education performance.		Y N NA UD
VI.A6	Student requires special education/related services.		Y N NA UD
VI.B	**EVALUATION**		
VI.B1	Multiple measures (formal and informal) must be used to assess all areas of suspected deficits (e.g., educational, adaptive, behavioral, physical).		Y N NA UD

VI.B2	A description of the student's visual impairment and visual capabilities must be on record from a qualified eye care professional.		Y N NA UD
VI.B3	A qualified professional must assess:		
VI.B3a	The kind and extent of instruction needed, based on the student's present level of performance, including the functioning level of the student in adjusting to visual problems and gaining education and social successes.		Y N NA UD
VI.B3b	The student's current and future need for instruction in Braille or the use of Braille.		Y N NA UD
VI.B4	Orientation and Mobility (O & M) must be assessed if the student is determined to be blind or visually impaired.		Y N NA UD
D	**DISCIPLINE**		
D1	**REMOVAL FOR TEN CONSECUTIVE OR CUMULATIVE SCHOOL DAYS OR LESS IN THE SAME SCHOOL YEAR.**		
D1.1	Removal determined by school personnel.		Y N NA UD
D1.2	Removal made for any violation of school rules that apply to non-disabled students.		Y N NA UD
DI.2	Services are provided to same extent that they are provided to non-disabled students for similar violations (i.e., no services provided to non-disabled students, then no services are required for students with disabilities).	USOE Rule V.D. Page 90	Y N NA UD
D2	**"ADDITIONAL" REMOVALS FOR TEN (10) CONSECUTIVE OR CUMULATIVE SCHOOL DAYS OR LESS IN THE SAME SCHOOL YEAR WHICH DO NOT CONSTITUTE A CHANGE OF PLACEMENT.**		
D2.1	Removals determined by school personnel for separate incidents of misconduct.		Y N NA UD
D2.2	School personnel in consultation with student's special education teacher determine services.	USOE Rule V.D. Page 90	Y N NA UD
D2.3	Services are provided to the extent necessary to enable student to appropriately progress in general curriculum and advance toward achieving goals set out in IEP.	USOE Rule V.E.3. Page 91	Y N NA UD
D3.C	**D3. REMOVALS: SPECIAL CIRCUMSTANCES-SERIOUS BODILY INJURY, WEAPONS, OR DRUGS**		
D3.1	Determination made by school personnel to the same extent removal would be applied to students without disabilities.		Y N NA UD
D3.2	IEP team determined interim alternative educational setting.		Y N NA UD
D3.3	If the team decided to change placement, was notice provided?		Y N NA UD
D3.4	Placement made by school personnel for no more than 45 days.		Y N NA UD
D3.5	Within ten (10) business days of removal, the student received a FBA, behavior intervention services, and modifications designed to address the behavior violation so it does not reoccur.		Y N NA UD
D3.6	At conclusion of removal period (no more than 45 calendar days), unless LEA invokes additional discipline procedures or IEP team changes placement, the student returned to placement he/she was in when behavior occurred.		Y N NA UD
D3.7	Did the team determine the behavior was a manifestation of the student's disability?		Y N NA UD
D4	**D4 REMOVALS FOR BEHAVIORS THAT ARE A MANIFESTATION OF THE STUDENT'S DISABILITY**	USOE Rule V.J.2. Page 93	
D4.1	Did the team determine the behavior was a manifestation of the student's disability?		Y N NA UD
D4.2	If yes, did they conduct a FBA and BIP?		Y N NA UD
D4.3	If D4.1=Yes and BIP in place, did the team review the current BIP and modify it as needed?		Y N NA UD
D4.4	If the team decided to change placement, was notice provided?		Y N NA UD

D5	**D5 REMOVALS FOR BEHAVIORS THAT ARE NOT A MANIFESTATION OF THE STUDENT'S DISABILITY**		
D5.1	IEP team and other qualified personnel, in a meeting within 10 days of removal that constitutes a change of placement, determined that the behavior was not a manifestation of the student's disability.		Y N NA UD
D5.2	LEA's discipline procedures for students without disabilities were applied in the same manner to students with disabilities in a meeting within 10 days of removal that constitutes a change in placement.		Y N NA UD
D5.3	If the removal is a change of placement, then the student received a FBA, behavior intervention services, and modifications designed to address the behavior violation so it does not reoccur.		Y N NA UD
D5.4	After the student has been removed from his/her current placement for 10 days during the school year, in the case of a subsequent removal for not more than 10 days that is not a change of placement, school personnel determined the extent and location of services.		Y N NA UD
D5.5	If the subsequent removal is for more than 10 consecutive school days or is a change of placement, IEP team determined extent and location of services.		Y N NA UD
LRBI	**LEAST RESTRICTIVE BEHAVIOR INTERVENTIONS**		
	Directions: Only complete the subsections (LRBI-A or LRBI.B) that apply.		
LRBI-A	**IEP Team Procedures - Level III of IV Interventions**		
LRBI-A1	If student has a Level III or IV intervention in his or her BIP or IEP, file includes documentation of use and failure of less intrusive interventions.		Y N NA UD
LRBI-A2	A Behavior Expert was included on the IEP team. (This may be a school psychologist, behavior specialist or other individual. Ask school personnel for assistance with this item.)		Y N NA UD
LRBI-A3	The file includes parental consent for a Level III or Level IV intervention. (This may be the signature on the IEP if consent for the interventions is specifically mentioned. Some districts may have a separate consent form.)		Y N NA UD
LRBI-B	**Emergency Procedures**		
LRBI-B1	If an emergency situation occurred for which parental consent had not be obtained, staff notified parents within 24 hours.		Y N NA UD
LRBI-B1	If a behavior requiring emergency procedures occurred more than once per week, two times per month, or a total of four times in a year, a behavior intervention program (BIP) was designed to address the problem behavior.		Y N NA UD

UTAH SPECIAL EDUCATION PROGRAM IMPROVEMENT PLANNING SYSTEM

Special Education Teacher Interview

District: _____   *Interviewer:* _____

Interview with: _____   *School:* _____ *Date:* _____

Setting: _____ *Caseload:* _____   *Categories:* _____ *Certification:* _____

Rate each response as follows:
1 – incomplete answer, lacks understanding of special education rules and procedures
2 – some aspects correct, beginning understanding
3 – understands basics of special education
4 – good knowledge and understanding
5 – complete answer, comprehensive understanding

Questions	Rating
1. How do you ensure that there is documentation of general education classroom interventions prior to referral for special education evaluation?	
2. Who can make a referral for a special education evaluation? What triggers such a referral?	
3. What is your role in the evaluation process?	
4. How do you ensure that parental input to evaluation and eligibility decisions is considered?	
5. How does your district produce the evaluation summary report?	
6. What is the special education teacher's role in the eligibility determination meeting?	
7. What are the things to consider when a transfer student comes to your school?	
8. How do you ensure that the adaptations specified in the IEP on U-PASS test are implemented during the testing period?	
9. How often do you report to parents on a student's progress on IEP goals? What if the student isn't making progress on annual goals?	
10. Discuss the parent's role in placement decisions.	
11. How are extended school year services provided in your school? Who determines which students receive such services?	
12. How do you ensure that special education students access educational, non-academic, and extracurricular activities?	
13. What are some of the features of the LRBI (Least Restrictive Behavior Interventions) rule for special education?	
14. Talk about Transitions. Part C to B. School to post-school.	
15. Tell me what you know about the procedural safeguards in special education.	
16. How are training and supervision of paraeducators provided in your school?	
17. Describe how parents are involved in determining the educational needs and services for their child.	
Total	

UTAH SPECIAL EDUCATION PROGRAM IMPROVEMENT PLANNING SYSTEM

Preschool Special Education Teacher Interview

District: _____   Interviewer: _____

Interview with: _____   School: _____ Date: _____

Setting: _____ Caseload: _____   Categories: _____ Certification: _____

Rate each response as follows:
1 – incomplete answer, lacks understanding of special education rules and procedures
2 – some aspects correct, beginning understanding
3 – understands basics of special education
4 – good knowledge and understanding
5 – complete answer, comprehensive understanding

Questions	Rating
1. Tell me what you understand about transition planning from early intervention to special education.	
2. Who can make a referral for a special education evaluation? What triggers such a referral?	
3. What is your role in the evaluation process?	
4. How do you ensure that parental input to evaluation and eligibility decisions is considered?	
5. When should the evaluation team classify a child in one of the other specific disabilities categories, rather than Developmental Delay?	
6. How does your district produce the evaluation summary report?	
7. What is the special education teacher's role in the eligibility determination meeting?	
8. What are the things to consider when a transfer student comes to your school?	
9. How do you typically report to parents on student progress on IEP goals? What do you do if the child is not making sufficient progress on the goals?	
10. How does the LRBI apply to preschool?	
11. Discuss the parent's role in placement decisions.	
12. How are extended school year services provided in your preschool? Who determines which students receive such services?	
13. How do you and your school ensure that each student with disabilities participates with non-disabled peers to the maximum extent appropriate to their needs in academic, non-academic, and extracurricular services and activities?	
14. What are some of the features of the LRBI (Least Restrictive Behavior Interventions) rule for special education?	
15. Tell me what you know about the procedural safeguards in special education.	
16. How are training and supervision of paraeducators provided in your school?	
17. Describe how parents are involved in determining the educational needs and services for their child.	
Total	

UTAH SPECIAL EDUCATION PROGRAM IMPROVEMENT PLANNING SYSTEM

General Education Teacher Interview

District: _____   Interviewer_____

Teacher: _____ *School:* _____ *Date:* _____

Rate each response as follows:
1 – incomplete answer, lacks understanding of special education rules and procedures
2 – some aspects correct, beginning understanding
3 – understands basics of special education
4 – good knowledge and understanding
5 – complete answer, comprehensive understanding

Questions	Rating
1. What can you do for a student in your class who is experiencing academic, behavioral, social, or emotional difficulties?	
2. Describe your role when a student is referred for a special education evaluation.	
3. How do you, as a general education teacher, participate in the evaluation process?	
4. What are your responsibilities in the process of developing and implementing the IEP?	
5. Tell what you understand about the steps in implementing adaptations (accommodations or modifications) of the U-PASS.	
6. What kinds of assessment options are on the U-PASS for students with disabilities?	
7. What are the supports for students with disabilities in your classroom?	
8. How do you ensure that special education students have access to educational, non-academic, and extracurricular activities in your school?	
9. What should you do when you have a behavior problem with a student who has an IEP?	
10. What is the LRBI, Least Restrictive Behavior Interventions Rule?	
11. Do paraeducators who work in your classroom understand their assignments? Who trains and supervises the paraeducators?	
Total	

UTAH SPECIAL EDUCATION PROGRAM IMPROVEMENT PLANNING SYSTEM

Building Principal Interview

District: _____ Interviewer: _____

Principal:_____ School: _____ Date:_____

Rate each response as follows:
1 – incomplete answer, lacks understanding of special education rules and procedures
2 – some aspects correct, beginning understanding
3 – understands basics of special education
4 – good knowledge and understanding
5 – complete answer, comprehensive understanding

Questions	Rating
1. How does your school assist students who are experiencing academic or social/ behavioral/ emotional difficulties?	
2. What are your responsibilities when a student is referred for a special education evaluation?	
3. What is the principal's role in the process of evaluation for special education eligibility?	
4. Discuss your responsibilities in the IEP development and implementation process.	
5. What are the responsibilities of general educators in developing and implementing an IEP?	
6. In your school what steps are used to communicate information to general educators who are involved with a student but cannot attend an IEP meeting?	
7. How do you ensure that the adaptations specified in the IEP on U-PASS test are implemented during the testing period?	
8. (Secondary Principals) In your view, what is the main purpose of providing secondary transition services?	
9. How are extended school year services offered in your school? Who determines which students receive such services?	
10. How do you ensure that special education students access educational, non-academic, and extracurricular activities?	
11. What you do when you have a behavior problem with a student in special education?	
12. How do you collect data on incidences, types, and durations of disciplinary actions, including suspensions of 1 day or more?	
13. Tell me what you know about the procedural safeguards in special education.	
14. How much training related to the state special education rules including LRBI have you received in the past year?	
15. How is supervision provided for the special education staff assigned to your school?	
Total	

6/15/05

UTAH SPECIAL EDUCATION PROGRAM IMPROVEMENT PLANNING SYSTEM

Evaluator/Tester Interview

District: _____   Interviewer: _____

Interview with: _____   School: _____ Date: _____

Rate each response as follows:
1 – incomplete answer, lacks understanding of special education rules and procedures
2 – some aspects correct, beginning understanding
3 – understands basics of special education
4 – good knowledge and understanding
5 – complete answer, comprehensive understanding

Questions	Rating
1. How do you go about getting written parental consent for evaluation?	
2. Describe the issues to consider when selecting which assessment tools or materials to use for an evaluation or re-evaluation.	
3. Name some instruments or procedures you use in evaluating a student who has limited English proficiency.	
4. Name some instruments or procedures you use in evaluating a student who has impaired sensory, manual, or speaking skills.	
5. How do you determine if a student's academic achievement problem is due to lack of instruction in reading and math?	
6. How does your district produce the evaluation summary report?	
7. What does the IEP team consider in deciding if additional data are needed for a student being re-evaluated?	
8. What are your responsibilities in implementing IDEA disciplinary procedures for students with disabilities?	
9. Tell me what you know about the procedural safeguards in special education.	

District: _____ *Provider:* _____

School: _____ *Interviewer:* _____ *Date:* _____

Setting: _____ *Caseload:* _____ *Caseload List Attached:* ___yes ___no

Categories Represented in List: _____ *License and Endorsements:* _____

Rate each response as follows:
1 – incomplete answer, lacks understanding of special education rules and procedures
2 – some aspects correct, beginning understanding
3 – understands basics of special education
4 – good knowledge and understanding
5 – complete answer, comprehensive understanding

Questions	Rating
1. How do you ensure that there is documentation of general education classroom interventions prior to referral for special education evaluation?	
2. Who can make a referral for a special education evaluation? What triggers such a referral?	
3. What is your role in the evaluation process?	
4. How do you ensure that parental input to evaluation and eligibility decisions is considered?	
5. How does your district produce the evaluation summary report?	
6. What is the special education teacher's role in the eligibility determination meeting?	
7. What are the things to consider when a transfer student comes to your school?	
8. How are the required team members involved in the IEP meeting? How do you ensure coordination of teachers, related service providers, and others' efforts and services?	
9. How often do you report to parents on a student's progress on IEP goals? What if the student isn't making progress on annual goals?	
10. Discuss the parent's role in placement decisions.	
11. How are extended school year services provided in your school? Who determines which students receive such services?	
12. How do you ensure that special education students access educational, non-academic, and extracurricular activities?	
13. What are some of the features of the LRBI (Least Restrictive Behavior Interventions) rule for special education?	
14. Talk about Transitions. Part C to B. School to post-school.	
15. Tell me what you know about the procedural safeguards in special education.	
16. How are training and supervision of paraeducators provided in your school?	
17. Describe how parents are involved in determining the educational needs and services for their child.	
Total	

UTAH SPECIAL EDUCATION PROGRAM IMPROVEMENT PLANNING SYSTEM

Student Focus Group Questions

District: _____ Interviewer: _____

Students Names: _____

_____

Grade Levels of Students: _____

School: _____ Date: _____

What do you like best about school?

What activities do you participate in at school?

What don't you like about school?

How long have you received special education services?

Have these special services helped you at school?

Have you ever attended one of your IEP meetings?

What do you like best about your special education program?

Would you recommend the program to a friend that was having problems at school?

Do you have any suggestions for improving your special education program?

Utah Special Education Program Improvement Planning System

Parent Focus Group Questions

District: _____   Date: _____

Facilitator: _____   Time: _____

How has the school notified and involved you in the special education meeting for your student?

What has been your role at your student's IEP meeting?

Do you receive a copy of your student's evaluation report?

Do you receive a copy of your student's current IEP?

Has the school provided all the services that are listed on your student's IEP?

How often do your receive information on the progress of your student on his/her IEP goals and objectives?

Are extended school year services discussed at least once each year at your student's IEP meeting?

What has been the role of your child's general education teacher at the IEP meeting?

Discuss the strengths of your student's special education program.

Do you have a clear understanding of your procedural safeguards in special education?

Discuss and suggest any area of improvement for the special education program in your district.

Do you have any other questions or issues you would like to discuss?

District: _____   *Administrator:* _____

Interviewer: _____   *Date:* _____

Describe Child Find activities including outreach to private school and highly mobile students (i.e., migrant and homeless).

Describe consultation activities with representatives of private schools on child find and child count.

Describe collaboration and coordination activities with local department of health, Part C Program, on child find for infants and toddlers, ages birth through two.

What services are provided to private school students and home schooled students?

What procedures ensure confidentiality of student records?

Maintenance of disciplinary information on students with disabilities, including location of records.

Describe role in determining what services will be provided to a student who has been removed from school for more than 10 school days in the same school year for disciplinary reasons.

Describe interim alternative educational settings currently available for students with disabilities suspended or expelled from school for disciplinary reasons and for removals for weapons or drugs; or a student removed from school by a hearing officer due to substantial likelihood of injury to the student or to others. How often are settings used?

How are regular education/special education teacher, related services/other provider informed of their respective responsibilities in implementing the IEP and accommodations, modifications, and supports provided for the student?

Describe the variety of educational programs/services available to students with disabilities in your district.

How are decisions for placement in more restrictive settings outside the neighborhood school made?

How is it ensured that each student with disabilities participates with non-disabled students to the maximum extent appropriate to their needs in nonacademic and extra curricular services and activities?

ESY services. What, who, how, when?

How are professional development needs of teachers and paraeducators in the district determined?

What is district's comprehensive system of personnel development (CSPD)?

To what extent does the CSPD plan include USOE and/or UPDC staff, conferences, workshops or other training activities?

Describe the district's process for overseeing the caseloads of special education.

What teachers are over caseload limits now?

Who is on the local LRBI committee? How often does it meet?

How is training provided for staff on behavior procedures selected for specific students? Who trains paraeducators?

Is staff trained to use emergency procedures? (such as Mandt)

District director to show copies of emergency contact forms during interview.

What teachers/related service provider are without required license and endorsements for their assignments?

What unfilled needs in what kinds of positions are needed for the current school year?

Describe participation and performance on statewide assessments.

Describe coordination with district testing department and schools to ensure that student with disabilities take tests with appropriate accommodations as stated in IEP.

Correcting Non-systemic Issues of IDEA Noncompliance (May 10, 2005)

The Utah State Office of Education (USOE) has considered various ways that LEAs could document the correction of all compliance errors in individual files. The foundation of this consideration has been the least amount of time and effort for districts while providing the SEA with verifying evidence that corrections have been made.

Corrective actions for systemic errors will continue to be part of the process. The verification of the results of the corrective actions also remains in place.

Some errors are correctable while others are not. For example, if a referral is missing from a file, it makes no sense to go back and fill out a new referral. Obviously it cannot be backdated, and to put the current date on it would put the process out of sequence.

These errors are correctable in individual files:
- Current Eligibility Document
- Current Evaluation Summary
- Current IEP
- Consent for Initial Placement
- Copy to Parent
  - Eligibility Determination
  - Evaluation Summary Report
  - IEP
- Transition Plan Missing or Incomplete

The USOE Special Education Services Unit has devised procedures by which evidence could be provided for each correctable and non-correctable compliance error in each file. Each LEA may select the procedures that fit their own needs best. Procedures for non-correctable errors are also outlined below.

Correctable Compliance Issues

Method 1:
The LEA may list each file by school, student name, DOB, and classification, list the errors, and give dates of new/current documentation that shows file is in compliance. For example:

School	Student	Compliance items	Evidence of correction
Jojo Junior High	Sam Jones 5/6/00 DD	- No current IEP - No referral - Notice of meeting: placement not listed as purpose	2/10/05 Not Correctable Not Correctable
	John Smith etc.	- Transition plan missing - No consent for initial placement - IEP does not address special factors	2/10/05 2/10/05 Not Correctable

Method 2:
   The LEA could instead document the required evidence by writing the evidence on the individual file
   report received from the SEA and submitting to USOE TA.

Utah Program Improvement Planning System
Student Record Review
Individual Student File Report
USOE

Jane Doe
Student Record # 1
Classification: SLD
Age: 13.4
Date of Last IEP: 1/16/2004
Date of Most Recent IEP: 8/23/2004
Teacher: John Smith
Status: CONTINUING

All items in the file for Jane Doe were found to be in compliance with the following exceptions: ['*' indicates
that the item is a systemic problem for this set of files.]

Continuing Eligibility Items
   CEL.7 Parents given copy of Eligibility Determination Documentation Problem: No documentation that
copy was given.   **5/12/2005**
Continuing/Re-evaluation IEP
  * CIEP.8 IEP team documents present levels of educational performance. [USOE Rule III.I. p. 46] Problem:
PLEP missing.   **Not Correctable**
  * CIEP.12.b IEP must contain report of progress on IEP goals. [USOE Rule III.I. p. 47] Problem: No
documentation in file.   **5/12/05**

Continuing & Re-evaluation LRE/Placement
* CLRE.8 Placement decision was appropriately made: [USOE Rule III.R.3. p. 53] Problem: Item left blank.
5/12/05

Method 3:
   For all correctable errors, submit the individual file report with copies of evidence as described below.

Item	Evidence to submit
• Current Eligibility Document and Evaluation Summary	• Eligibility Document and Evaluation Summary
• Current IEP	• Signature Page
• Consent for Initial Placement	• Signed consent document
• Transition Plan	• Copy of current and complete plan

Non-Correctable Compliance Issues

Some file errors may occur in one or a few files, but are not systemic compliance issues. Errors that cannot be individually corrected as above must nevertheless be addressed. Possible methods for addressing those are explained below.

Items
- Eligibility criteria not met   - Early Childhood Transition requirements   - Timelines   - Annual review/revision of IEP and placement   - Determination of continuing eligibility every 3 years   - Referral and At Risk documentation   - Notice of Meeting   - Review of placement annual   - Annual review of IEP   - Eligibility Determination   - Transition   - IEP   - Goals measurable   - PLEPs complete   - Special Factors   - Participants
Actions
- Training agenda; memo to teachers/case managers; create checklist for required elements on each category of eligibility.   - Preventive measures, such as staff training and ongoing internal compliance monitoring systems, are advisable.   - A number of these items are systemic errors in districts and will be addressed through corrective action plans. Verification of results of corrective actions will be gained from district- and state-gathered data.

Please submit documentation of how these items will be addressed.

District Letterhead

Date

Karl A. Wilson
USOE
Special Education Services Unit
250 E. 500 S.
P.O. Box 144200
Salt Lake City, Utah 84114-4200

Dear Mr. Wilson:

This is a request for reimbursement in the amount of ……. to the …..School District, for the fiscal support for our year 1 Utah Program Improvement Planning System activities.

These funds were utilized for ……………..(activities) on (dates) (dates must fall during the period of July 1, 2005 and June 30, 2006).

Thank you for providing this support for the special education monitoring process.

Sincerely,

Special Education Director

Utah State Office of Education
Special Education Services

Classroom Observation of Special Education Services

District/School
Teacher
Observer
Review date

Subject area	☐reading/language arts ☐math ☐social skills ☐science/social studies ☐art ☐p.e. ☐other
Setting	☐small group ☐whole class ☐individual
How are students responding to instruction?	Start promptly Other: Work steadily Complete task
Where do you see specialized instruction occurring?	
What accommodations or modifications are observed?	
What kind of supports for student or teacher in regular classroom?	
Other evidence of differentiated instruction	
Literacy materials/programs used	
Comments:	

Year 1 Checklist

Done	UPIPS Step	Timeline
	Receive UPIPS materials (manual and software) and training from USOE	June, 2005
	Allocate resources for Self-Assessment and Program Improvement planning	August, 2005
	Coordinate with USOE Technical Assistant for mandatory training on uncorrected CAPs.	August, 2005
	Reconvene the Steering Committee and establish sub-committees	August, 2005
	Set dates and agendas for Steering Committee meetings	August, 2005
	Train Steering Committee on UPIPS process, including Program Areas, goals, and performance indicators	August, 2005
	Establish timeline for Self-Assessment process	September, 2005
	Review district data profile and determine what additional data is needed	September, 2005
	Determine process and dates for file reviews, interviews, surveys, and other needed data	September, 2005
	Begin collection of needed student outcome data (i.e. LRE, disproportionality, qualified staff, academic achievement, etc.) *See UPIPS manual "Data Collection and Analysis Requirements" page for complete information	September, 2005
	Collect and analyze off-site data (forms, child find, personnel, evaluation materials, and federal reports)	September-December, 2005
	Begin collection of needed on-site data (file reviews, interviews, surveys, and focus groups)	October, 2005-February, 2006
	Submit compiled off-site data to USOE	**December 1, 2005**
	Analyze <u>ALL</u> data collected from <u>ALL</u> data sources	March-April, 2006
	Present data analysis to Steering Committee	March-April, 2006
	Identify and write Program Improvement Plan (PIP) goals. * See UPIPS manual for PIP format and sample	March-April, 2006
	Identify areas of non-compliance and write a Corrective Action Plan (CAP) for areas of non-compliance * See UPIPS manual for CAP format and sample	March-April, 2006
	Complete Self-Assessment Report, including Executive Summary * See UPIPS manual for report format and sample	May-June, 2006
	Submit complete Self-Assessment Report, including Executive Summary, CAP, and PIP to USOE	**June 30, 2006**
	Submit <u>reimbursement letter</u> for UPIPS Year 1 fiscal support to USOE * See UPIPS manual for sample letter	**June 30, 2006**

Year 2 Checklist

Done	UPIPS Step	Timeline
	USOE schedules on-site validation visit with Special Education Director	July-August, 2006
	Implement Program Improvement Plan and Corrective Action Plan activities	September, 2006-May, 2007
	Correct file errors discovered during self-assessment process	September, 2006-May, 2007
	Continue with district self-monitoring of files	September, 2006-May, 2007
	USOE conducts on-site validation visit to schools/classes to validate findings of the Self-Assessment Report and summarizes data into a UPIPS final report	
	Share UPIPS report with local School Board and Public	**Within 90 Days of Receipt**
	Submit evidence of sharing report to USOE	**Within 90 Days of Receipt**
	Revise Program Improvement Plan (PIP) and Corrective Action Plan (CAP), if needed, to reflect additional findings in the report that were not included in Self-Assessment	Within 90 Days of Receipt
	Submit revised PIP and CAP, if needed	**Within 90 Days of Receipt**
	Implement revised PIP and CAP	After receiving report-July, 2007
	Plan CSPD activities to facilitate PIP and CAP	After receiving report-July, 2007
	Begin individual file correction activities for file errors identified during on-site validation visit	After receiving report-July, 2007
	Submit annual progress report on PIP and CAPS completed to USOE	**June 1, 2007**

Year 3 Checklist

Done	UPIPS Step	Timeline
	Continue to self-monitor files	July, 2007-May, 2008
	Continue to implement PIP and CAP	July, 2007-May, 2008
	Implement planned CSPD activities	July, 2007-May, 2008
	Collect and review data to measure the effectiveness of each action step of PIP goals	July, 2007-May, 2008
	Revise the PIP, if needed, to reflect additional findings from data collection	July, 2007-May, 2008
	Submit revised PIP and CAP, if needed	**July, 2007-May, 2008**
	Submit evidence of CAP related training completed (agendas, participant list, and training materials)	**December 1, 2007**
	Complete and submit evidence of correction of individual file errors found during on-site visit	**Within 1 year of receiving report**
	Submit annual progress report on PIP to USOE	**June 1, 2008**
	Submit verification of results from completed CAPs (through on-going internal file monitoring data) to USOE	**June 1, 2008**

Year 4 Checklist

Done	UPIPS Step	Timeline
	USOE schedules on-site focused visit with Special Education Director	July, 2008-August, 2006
	Continue to self-monitor files	July, 2008-May, 2009
	Continue to implement PIP	July, 2008-May, 2009
	Continue to implement planned CSPD activities	July, 2008-May, 2009
	Collect and review data to measure the effectiveness of each action step of PIP goals	July, 2008-May, 2009
	USOE conducts on-site focused visit to schools to determine verify status of district CAPs and summarizes data in final UPIPS report	
	Share UPIPS report with local school board and Public	**Within 90 days of Receipt**
	Submit evidence of sharing report to USOE	**Within 90 days of Receipt**
	Revise the PIP and CAP, if needed, to reflect additional findings from data collection and on-site visit	Within 90 days of Receipt
	Plan addition CSPD activities, if needed	Within 90 days of Receipt
	Submit revised PIP and CAP, if needed	**Within 90 days of Receipt**
	Begin individual file correction activities for file errors identified during on-site validation visit	After receiving report-June, 2009
	Submit annual progress report on CAP and PIP to USOE	**June 1, 2009**

Year 5 Checklist

Done	UPIPS Step	Timeline
	Coordinate with USOE Technical Assistant for mandatory training on uncorrected CAPs, if needed	August, 2008
	Continue to self-monitor files	July, 2008-May, 2009
	Continue to implement PIP	July, 2009-May, 2010
	Continue to implement planned CSPD activities	July, 2009-May, 2010
	Collect and review data to measure the effectiveness of each action step of PIP goals	July, 2009-May, 2010
	Revise the PIP, if needed, to reflect additional findings from data collection	July, 2009-May, 2010
	Submit revised PIP, if needed	**July, 2009-May, 2010**
	Submit evidence of CAP related training completed (agendas, participant list, and training materials)	**December 1, 2009**
	Complete and submit evidence of correction of individual file errors found during on-site visit	**Within 1 year of receiving report**
	Submit verification of results from completed CAPs (through on-going internal file monitoring data) to USOE	**June 1, 2010**
	Submit annual progress report on PIP to USOE	**June 1, 2010**